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CONGRUENCE OF EXPECTATIONS, SENSITIVITY TO  
PERCEPTIONS, AND RATED ADMINISTRATIVE  
EFFECTIVENESS

by

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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Congruence of Expectations, Sensitivity to Perceptions, and Rated Administrative Effectiveness" submitted by Rino A. Bosetti in partial fulfillment of the requirements for the degree of Master of Education.

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## ABSTRACT

The purpose of this study was to test interrelationships which were hypothesized to exist between:

1. The degree to which the principal held normative role expectations which were congruent with the normative expectations which teachers and superintendent held for his role,
2. The degree to which the principal was accurate in his estimates of how the teachers and the superintendent perceived his leader behavior, and
3. The effectiveness ratings which the principal received from the teachers and from the superintendent.

The principals in thirty elementary-junior high schools in Alberta were used as focal positions, and teachers and superintendent in each school unit were used as counter positions. Indices of congruence, sensitivity, and rated effectiveness were computed for each principal from data taken from methodologically independent sources.

A correlational approach was used to determine whether or not significant relationships existed between congruence, sensitivity, and rated effectiveness. Only



one of the three major hypotheses was supported. No significant relationship was found between congruence and rated effectiveness, or between congruence and sensitivity. However, a significant relationship was found between sensitivity and rated effectiveness.

Since significant correlations were found between the degree to which the principal was sensitive to the perceptions of the teaching staff and to the perceptions of the superintendent and the effectiveness ratings which he received from these alter groups, it was concluded that accuracy of interpersonal perception is an important dimension of administrative behavior which is rated as effective. In order to be perceived as functioning effectively, the principal needs to be accurate in his perceptions of his own behavior so that his perception of his phenomenal self is as congruent as possible with the perceptions of those with whom he interacts in an administrative capacity.

In addition, the study explored the possibility that certain demographic characteristics of principals might be associated with congruence, sensitivity, and rated effectiveness. Since few significant relationships were found between these variables, it was concluded that congruence, sensitivity, and rated effectiveness were functions of variables other than the principal's demographic characteristics.



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## CHAPTER I

### THE PROBLEM AND ITS SIGNIFICANCE

#### I. INTRODUCTION

During the past twenty years much has been written about the relationship between role expectations and administrative effectiveness. Numerous empirical studies have demonstrated that administrative behavior is perceived to be effective when it is congruent with the expectations of the alter groups who define the incumbent's role and who assess his behavior in enacting his role. These studies, concentrated on the relationship between normative expectations and perceived behavior, have found significant correlations between these two variables. The investigators have therefore concluded that administrative behavior is perceived to be effective when there is congruence between the de facto behavior of the role incumbent and the normative expectations of alter groups.

Role theory suggests that the incumbent's role expectations determine his behavior in enacting his role and that the normative expectations of alter groups serve as the basis upon which they assess the incumbent's role performance. This seems to imply that



administrative behavior which is considered to be effective by the incumbent is likely to be perceived as effective by alter groups when both incumbent and alter groups have similar or congruent normative expectations for the role incumbent's attributes and for his behavior in enacting his role.

Perception theory further supports this contention by suggesting that if two people are to have similar perceptions, they must have similar backgrounds, experiences, and expectations. Therefore, other things being equal, if both incumbent and alter groups have similar normative expectations, both are likely to have the same perceptions of the effectiveness of the incumbent's behavior. In other words, the behavior which the incumbent perceives to be effective is likely to be perceived as effective by alter groups whose normative expectations are congruent with his own.

Perception theory thus suggests that the administrator who is rated as effective by the alter groups with whom he interacts is one who is able to perceive accurately the expectations which define his role and who is able either to adapt his behavior to make it conform with those expectations or to modify the expectations themselves. However, since the perception process is highly complex and since perceptions



are usually distorted and highly subjective interpretations of reality, perception theory implies that the role incumbent must also be highly sensitive to the manner in which others perceive his behavior if he is to modify either his behavior or the expectations of others (4). By being aware of, or sensitive to how others actually perceive his behavior the actor can correctly adapt his behavior or modify expectations so that he will be perceived as functioning effectively as an administrator.

Thus it appears, theoretically at least, that both congruence of expectations and sensitivity to differential perceptions are two important factors influencing rated administrative effectiveness. The major purpose of this study was to test this contention by investigating the principalship in selected Alberta schools to determine what relationship exists between congruence of normative role expectations, sensitivity to the perceptions of others, and rated administrative effectiveness.

## II. THE PROBLEM

### Statement of the Problem

The major purpose of this study was to investigate the interrelationship between:



1. The degree to which the principal's normative expectations for his role are congruent with those of the superintendent and the teaching staff,
2. The principal's sensitivity to the perceptions which the superintendent and the teaching staff have of his leadership behavior, and
3. The principal's effectiveness in enacting his role as it is assessed by the superintendent and the teaching staff.

#### Sub-problems

1. To what extent are the principal's normative expectations for his role congruent with those of the superintendent and with those of the teaching staff?
2. To what extent is congruence of expectations related to the effectiveness ratings given to the principal by the superintendent and the teaching staff?
3. To what extent is congruence of expectations related to the principal's age, years of teaching experience, years of training, place of training, recency of training, degree status, specialization in educational administration, years of experience as a



school principal, and to the number of teachers on staff?

4. To what extent is the principal sensitive to the manner in which the superintendent and the teaching staff perceive his leadership behavior?
5. To what extent is sensitivity to the perceptions of others related to the effectiveness ratings given to the principal by the superintendent and the teaching staff?
6. To what extent is sensitivity to the perceptions of others related to the principal's age, years of teaching experience, years of training, place of training, recency of training, degree status, specialization in educational administration, years of experience as a school principal, and to the number of teachers on staff?
7. Is sensitivity to the perceptions of others related to congruence of expectations?
8. Is rated effectiveness related to the principal's age, years of teaching experience, years of training, place of training, recency of training, degree status, specialization in educational administration, years of experience



as a school principal, and to the number of teachers on staff?

### III. SIGNIFICANCE OF THE PROBLEM

It is generally agreed that an organization's achievement can best be measured in terms of the degree to which it fulfills its tasks and purposes. Since the major justification for administration is that the administrator's behavior is directed towards the facilitation of that achievement, it is necessary for administrators to have a clear knowledge of the exact tasks of the school organization and of their roles in facilitating the achievement of organizational goals. The perception process by which an administrator defines a situation in a particular way, and the way in which he discerns the interweaving of affective and cognitive processes is of major concern for a study of administration; for, in the final analysis, the behavior of the administrator in enacting his role is a function of his perceptions (1).

The basic processes in administration involve a series of interactions with individuals and with groups. In this interaction process, expectations are perceived by the role incumbent, and these perceived expectations become, in part, the bases for his rational behavior. Perception thus plays a subtle but important function



in the human interactions which constitute a large part of the administration process. The administrator's concept of his job -- of what he thinks that he should do, and of how he should do it -- are functions of his perception. The administrator is constantly perceiving and being perceived: he is constantly interpreting and being interpreted. The process of interpersonal perception forms the basis for interpersonal actions and judgments. It has been suggested that if two people are to have similar perceptions, they must perceive the situation from similar vantage points, with similar backgrounds, and with common kinds of meanings for its interpretation (2). This does not mean that two people cannot have similar perceptions or similar expectations. Although backgrounds may differ, individuals have a range of permissiveness into which behaviors may fall and still stay within expectations. In other words, an expectation is more commonly a range rather than a specific point. Furthermore, this range of permissiveness may expand as individuals associate with each other. Parsons and Shils (5) suggest that this range of permissiveness increases with the degree of association between individuals or groups. This would imply that the administrator may increase his interactions with other groups in order to increase his range of acceptable behavior.



Perception theory has many implications for educational administration. Since the process of administration deals with interpersonal relationships in a hierarchical setting, it is necessary that the administrator perceive his role as it is defined by the expectations of alter groups; for the rated effectiveness of his behavior in fulfilling his role is assessed in terms of the degree to which his behavior is congruent with expectations (6). This would imply that a major factor limiting rated administrative effectiveness is the inability of the administrator to perceive accurately the expectations of role definers.

The fact that interpersonal perception is a two-phase type of communication complicates the process. It is not enough for the administrator to perceive his role so that his role concept is congruent with the expectations of alter groups; he must also be aware of how alter groups perceive his behavior. Because the expectations, values, and experiences of role definers similarly serve as screens for their perceptions, there is often discrepancy between the incumbent's perceptions of his own behavior and the perceptions which alter groups have of his behavior.

There is extensive evidence that a given supervisory act will not produce the same result with



different subordinates and in different situations. Perhaps the major reason for this lack of consistent relationships between supervisory behavior as reported by the supervisor and the responses of subordinates is the discrepancy, which at times exists, between what a supervisor says he does and what his subordinates perceive that he does. The response to a supervisory act is determined by interpersonal perceptions and by the relationship of these perceptions to the expectations of individuals. Supervision, it seems, is a relative process. To be rated as effective, the supervisor must adapt his behavior to take into account both the expectations and the perceptions of those with whom he is interacting (7).

If the administrator's behavior is indeed considered to be effective in terms of the degree to which it is perceived to be congruent with expectations, and if the perception process is influenced by individual characteristics and factors, it is likely that administrative behavior is a series of successive approximations to the actual expectations and perceptions of alter groups (8). An answer to how to make this behavior more congruent with expectations is suggested by perception theory. If the administrator is sensitive to the way in which others perceive his behavior, and if he is aware



of the perception process and its attendant limitations, it seems reasonable to assume that the administrator will be better able to assess how his behavior is being interpreted and either bring it in line with expectations or modify the expectations so that they are congruent with his behavior. As suggested by Zalkind and Costello (8), awareness of the process of interpersonal perception is a means whereby the administrator may avoid gross errors in the interpersonal actions and judgments which form a large part of the tasks and duties of the administrator in education.

Thus a study of the interrelationships between congruence of expectations, sensitivity to perceptions of others, and rated effectiveness of administrative behavior may provide empirical evidence that administrative behavior is likely to be perceived as effective when:

1. the administrator understands the perception process and its attendant distorting limitations and is able to make judgments which are less arbitrary and categorical (8), and
2. when he is accurate in his ability to see his own behavior as others see it and thus gain more accurate feedback which will enable him either to correct his behavior so that it will



be more consistent with expectations or to modify expectations so that they become more congruent with his behavior.

#### IV. SUMMARY

Expectations and perceptions are two important factors governing behavior. The principal's role behavior is determined, in part, by the manner in which he perceives the expectations which others hold for his role behavior. His ability to perceive his own behavior as it is seen by others can provide a means which will enable him to predict the consequences of his actions and decisions and to adjust his future behavior so that it conforms with expectations, or to change the expectations which alter groups hold for his role. Since role theory and perception theory both suggest that congruence of expectations and congruence of perceptions can be related to the perceived effectiveness of the incumbent's behavior, it would appear that this empirical study of the relationship between congruence of expectations, congruence of perceptions, and rated administrative effectiveness could have important implications both for administrative behavior and for the training of future administrators.



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## CHAPTER II

### THEORETICAL BASES

#### I. ROLE THEORY

Role theorists generally agree that roles are patterned sequences of actions determined by a cognitive organization of expectations (10). Each role carries with it a set or sets of expectations from which the actor of a role anticipates how he must behave in order to fulfill his role. Because the individual's behavior is determined, in part, by the expectations held by alter groups, he cannot enact a role for which he does not perceive the necessary expectations (4) (10).

Role theory suggests that expectations may be of two types -- normative and predictive (5, 56-80). Parsons and Shils (9) view expectations as patterns of evaluations and consider them to be evaluative criteria by which the effectiveness of the role incumbent's behavior is judged. As such, these expectations form what might be termed an ideal concept of a specific role. Sarbin (10), on the other hand, uses the term expectations in the predictive sense. He sees expectations as statements or feelings which refer to the probability of future events. He suggests that an incumbent learns to



anticipate certain actions from others and that others anticipate certain actions from him. Thus expectations serve two distinct yet related functions: they serve both to define role and to evaluate role behavior.

Since the process of administration deals with social behavior in a hierarchical setting, administration can be considered to be a series of subordinate-super-ordinate relationships within a social system. Functionally, this set of relationships is the locus for allocating and intergrating roles in order to facilitate achieving the goals of the organization (4).

To understand the behavior of role incumbents, we must know both organizational expectations and individual need-dispositions. Since one of the prime concerns of an organization is achieving its goals, the effectiveness, efficiency, and satisfaction of its members become prime means for achieving these ends. Getzels and Guba (4) suggest that the prime criterion for assessing individual effectiveness is the observed behavior of the individual being rated. This behavior is evaluated in terms of the perceiver's expectations. Thus effectiveness is evaluated as a function of the congruence of the incumbent's behavior with the expectations held for him by the organization of which he is a part. Efficiency is evaluated as a function of the congruence of behavior with



individual need-dispositions. Satisfaction, however, appears as an intervening variable which is evaluated in terms of the congruence of institutional expectations with individual need-dispositions. This is illustrated in Figure 1.

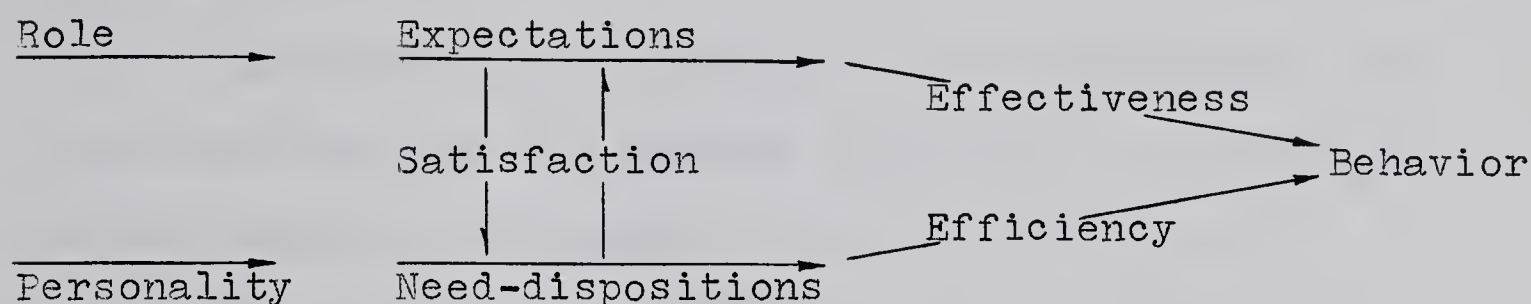


FIGURE 1

RELATIONSHIP OF ROLE EXPECTATIONS AND PERSONALITY  
NEEDS TO EFFICIENT, EFFECTIVE, AND SATISFYING  
BEHAVIOR (4, p.433)

Thus the interaction of expectations and needs and the resultant degree of satisfaction are important elements in any administrative process which attempts to secure efficient and effective behavior on the part of those who participate in the process.

However, expectations exert a positive influence on ratings of effectiveness only to the degree to which the role incumbent perceives them as they exist in the minds of the role definers, and only if he chooses to act in terms of these expectations. According to perception theory (3), the individual perceives reality



by interpreting what he sees in terms of his own set of personality needs and values. By so doing, he selects his own perceptions. Rational behavior thus involves substituting for complex reality, a model of reality which fits in with the individual's own needs and expectations (8).

The individual's concept of the organization and its objectives and his concept of his job -- of what he thinks that he is supposed to do and of how he is supposed to do it -- are functions of his perception. He functions in a world of his own making with his needs, values, and expectations serving as perceptual filters through which he interprets his environment. He reacts to that environment in terms of these interpretations (1). Thus the incumbent's behavior in enacting his role is, in part, determined by his perceptions of the expectations which define his role.

The rated effectiveness of the incumbent's behavior in fulfilling his role is related to the degree of similarity between his perceived behavior and the expectations held by alter groups. Thus if his behavior is to be considered effective, it is important that the incumbent's perceptions of the expectations which define his role be as congruent as possible with the expectations which alter groups hold for his behavior.



In effect, how the incumbent actually behaves is less important than how his subordinates and superordinates perceive that he behaves. Here too, the role definer perceives in the same manner as does the role incumbent. The expectations of the role definer are a part of his phenomenal self and as such form a perceptual screen for what he sees (7). Thus selective perception influences both the role incumbent in his perception of his role and his subordinates and superordinates in their evaluation of his behavior in fulfilling his role.

It appears therefore, that the role incumbent needs not only to be able to perceive the expectations of alter groups, but also to be sensitive to their perceptions of his own behavior if he is to be rated as effective in his role behavior. Thus it appears that when role theory is interpreted in terms of perception theory, it provides a more meaningful description of role behavior; for perception plays an important part in defining role, in determining role behavior, and in evaluating the effectiveness of the role incumbent.

## II. PERCEPTION THEORY

Many of the early investigations of perception and perceptual processes dealt with the judgment of objects and with examining cues from the environment.



More recently, needs, cultural background, and values have been studied and found to be important personal determinants of the perceptual process.

Of particular relevance for administrative practice is the influence of perception on the perceiver, on the perceived, and on the situation. Interpersonal perception looks at both the influence of the process of perceiving on the individual and his interpretation of his role, and on the influence of perception on his role behavior.

Essentially, perception is a process which an individual may utilize to make his purposive behavior more effective and satisfying. His rational behavior involves substituting for complex reality, a model of reality which fits in with his own needs and expectations. He functions in a world of his own making with his needs, values, and expectations serving as perceptual filters through which he interprets his environment (8).

The transactional theory of perception considers the process of perception as a transaction in which the individual from his own unique personal behavioral center:

...creates for himself a world in which  
he has his life's experiences and through  
which he strives to gain his satisfactions...  
(6, p.5)

He does this by identifying certain aspects of his own past experience with an environment which exists independent



of his own experience. Thus, in perceiving, the individual attributes significance to his immediate environmental situation by relating his past experience to his present situation. The purpose of perception is that it reduces the extent to which the individual finds the external world indeterminate to a point where he feels that he can make clear predictions. When the believed predictive reliability of a perception becomes high enough, the individual acts as though he were dealing with certainty (6). Every action which the individual undertakes is a check on the accuracy of his perceptions; and, if the experience is contradictory, the action brings about a change in the basic perceptions themselves. Each action is thus a test of the individual's perceptions and serves either to reinforce correct perceptions or to enable the individual to correct errors in perception.

No part of the process enters the transaction and exists as a separate entity. Instead all parts interact as elements and owe their influence to the participation. Thus the end product of the transaction process is a result of the influences within the perceiver interacting with the characteristics of the perceived. The external world, as it is experienced, is a product of the perception rather than a cause of it (6). Perception, thus defined by Ittleson and Cantril, places heavy emphasis



on the inherent nature of the perceiver as a factor determining his interpretation of his environment (1).

The importance of the individual's previous experiences in forming the bases for his perceptions is emphasized by Bruner, who in investigating the considerations that influence perception, found that perceptual readiness is a basic influence on perception (3). His findings and those of other investigators whom he consulted indicated that perceiving involves a process of categorization in which the individual forces his perception through a grid of expectations or categories. These categories are learned through experience and serve as means by which the perceiver is able to take relatively few cues from his environment and rapidly fashion them into identifiable objects. The categories which the perceiver uses are determined by two general factors. The first factor is his needs and interests. The individual perceives what he needs to see and what is of interest to him in pursuit of his goal. A second factor which determines the categories which he will use is his need to avoid disruptive errors. Perceptions that are discordant with the individual's frame of reference are filtered out before they reach the consciousness or are re-integrated and rationalized so as to avoid the discrepancy. According to Bruner, needs,



values, cultural background, and interests are factors which influence the perceptual process.

Kelley further adds to the transaction concept by theorizing that "set" influences perceptions -- the prior expectations of the perceiver influence what he will see. In other words, what a person likes and wants influences what he sees, and what he sees influences what he likes and wants. From his investigation of the effect of set on perception, he also was able to conclude that since set influenced perception, it would also influence behavior by serving as a guide by which the individual steers his behavior in his social environment (3).

Snygg and Coombs emphasize self-concepts and their effect upon the individual's perceptions. Self-concepts determine the ways in which it is necessary and appropriate for the individual to behave and, as a result, they determine, in part at least, the things that he sees, the ideas that he notes, and the objects that he accepts or rejects. Since the prime need of the individual is to maintain the perceived self, he tends to select perceptions which conform with what he believes. When an individual is confronted with events inconsistent with his self-structure, he often seeks consistency by reinterpreting facts. Only those perceptions which are appropriate and consistent with his phenomenal self are readily available



to him. Thus the selective process is a prime factor in determining the roles which people play in any life situation (7).

Zalkind and Costello, in commenting further on the transaction theory, stress that an individual frequently bases his decisions and actions on his perceptions of other people. Therefore, understanding the process of perception may become a means for avoiding the gross errors that might occur in interpersonal judgment. Many of these errors result from errors in perception caused by certain characteristics of the perceiver, such as his self-concept, and the characteristics of the perceived, such as status and role. Perhaps the major causes of perceptual errors are such factors as stereotyping, the halo effect, projection, and perceptual defense (11).

It is common for individuals to form general mental pictures of types of people and to apply these stereotypes in their perceptions. Since categories are usually inaccurate, when applied to individuals these stereotypes tend to prejudice the actor in his perceptions. Similarly, the halo effect serves as a screen which keeps the perceiver from actually "seeing" the trait which he is judging. Projection is another factor which predisposes perception. Here the individual attributes his own



undesirable characteristics to the perceived. One of the most common causes of errors in perception is perceptual defense in which the individual distorts perception to fit in with his stereotype and thereby eliminates the disturbing elements of the situation. In addition, the innate characteristics of the perceiver, such as his self-concept, and those of the perceived, such as status and role, also contribute to errors in perception which may result in errors in interpersonal judgment.

The transactional theory of perception thus explained is not incompatible with contemporary role theory which regards human relationships as a series of reciprocal interpersonal actions (10). Perception theory suggests that what we perceive is by and large a part of our own creation. By taking what is "out there" and synthesizing it with his assumptions and expectations, the individual gives meaning to sensory impingements in terms of his own needs and purposes (3). Therefore, it appears that perception theory complements role theory by explaining the process by which roles are defined for the individual and the part played by perception as the individual attempts to fulfill his role.



### III. LIMITATIONS OF THE TRANSACTIONAL THEORY OF PERCEPTION

The transactional theory of perception shows certain serious weaknesses when it is examined in detail. The theory seems to bear up well when it is used instrumentally and in a particular manner, but its weaknesses become apparent when its internal structure as a theory is considered.

For example, Ittleson and Cantril (6) suggest that both the "perception" and the "object as perceived" are parts of a total life situation. Neither exists independently of the situation, for the parts owe their existence as encountered in the situation to the transactional process of perception. Thus while Ittleson and Cantril distinguish between "perception" and "object as perceived", both must be the same if the theory is to be consistent. Placing each in contradistinction and representing each as participating in a total life situation with the other seems somewhat obscure. If the parts of a total situation derive their existence from the participation, it is difficult if not impossible to maintain that they also exist independently of the participation. Therefore, the transactional theory of perception fails to account for the residual nature of the interacting parties in the perception process (2, p. 281-288).



However, despite the fact that the theory has not been rendered sufficiently explicit for it to stand as a consistently-structured theory, it appears to serve well enough as a means for explaining why perceptions, by different individuals, of the same situation or behavior often differ markedly.

The transactional theory is used in this study to explain the perception process by which role is defined and by which behavior is assessed. There is no doubt that, when examined in depth, the theory can lead its exponent into a phenomenological stalemate wherein he must either deny the theory or deny the existence of self and reality. However, until the social sciences reach the ultimate in theory -- the point where a theory is developed which is completely consistent in structure and isomorphic with reality -- perhaps the transactional theory is as defensible as are any of the other theories which purport to explain human behavior.

#### IV. SUMMARY

Role theory, as explained by Sarbin (10) and Getzels and Guba (4), indicates that roles are defined by the expectations of alter groups. Role behavior is determined, in part, by the role incumbent's perceptions of the expectations which define his role; and his



effectiveness in enacting his role is evaluated by alter groups in terms of the degree to which his behavior is congruent with their expectations. This suggests that administrative behavior is likely to be rated as effective when the role incumbent's perceptions of the expectations which define his role are congruent with the expectations held by alter groups and when he chooses to behave in accord with these expectations.

Perception theory, as explained by Ittleson and Cantril (6) and Zalkind and Costello (3) (11), suggests that perception is a process by which an individual derives meaning from a situation. It is an interaction process in which the perceiver, from his unique behavioral center, gives meaning to reality. Applied to role theory, this suggests that since the individual's role concept is a function of his perception of the expectations which define his role, his role behavior must also be, in part at least, a function of these perceptions. Furthermore, since the effectiveness of the incumbent's role behavior is assessed in terms of the degree to which it is perceived to be congruent with expectations, perception theory suggests that the role incumbent needs to be sensitive to the way in which others see his behavior so that he may either modify his behavior in terms of the perceptions of others or modify the expectations which serve as



evaluative criteria by which his behavior is judged by others.

The following chapter will outline several hypotheses to be tested in this study. These hypotheses generate directly from the foregoing synthesis of role theory and perception theory; and, in part, they constitute a test to determine the compatibility of role theory and perception theory. More specifically, these hypotheses will test the relationship which exists between congruence of normative expectations, perceptual sensitivity, and rated administrative effectiveness.



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## CHAPTER III

### HYPOTHESES AND SOME LIMITATIONS

#### I. HYPOTHESES

The hypotheses outlined in this chapter have been derived from role theory interpreted in terms of the transactional theory of perception. A model of these hypothesized relationships appears as Figure 2 on the following page.

Each of the overlapping circles in the upper left of the diagram represents the expectations which that individual holds for the principal's role. The area labelled "C" represents the principal's congruence score, which was computed by finding the degree to which the principal's expectations for his role were congruent with those of the superintendent and teaching staff with whom he worked.

The two circles in the upper right of the diagram represent the superintendent's and teachers' descriptions of the principal's leader behavior, while the third circle in the group represents the principal's estimates of how his behavior is perceived by the superintendent and teachers with whom he works. The area labelled "S" represents the principal's sensitivity score, which was



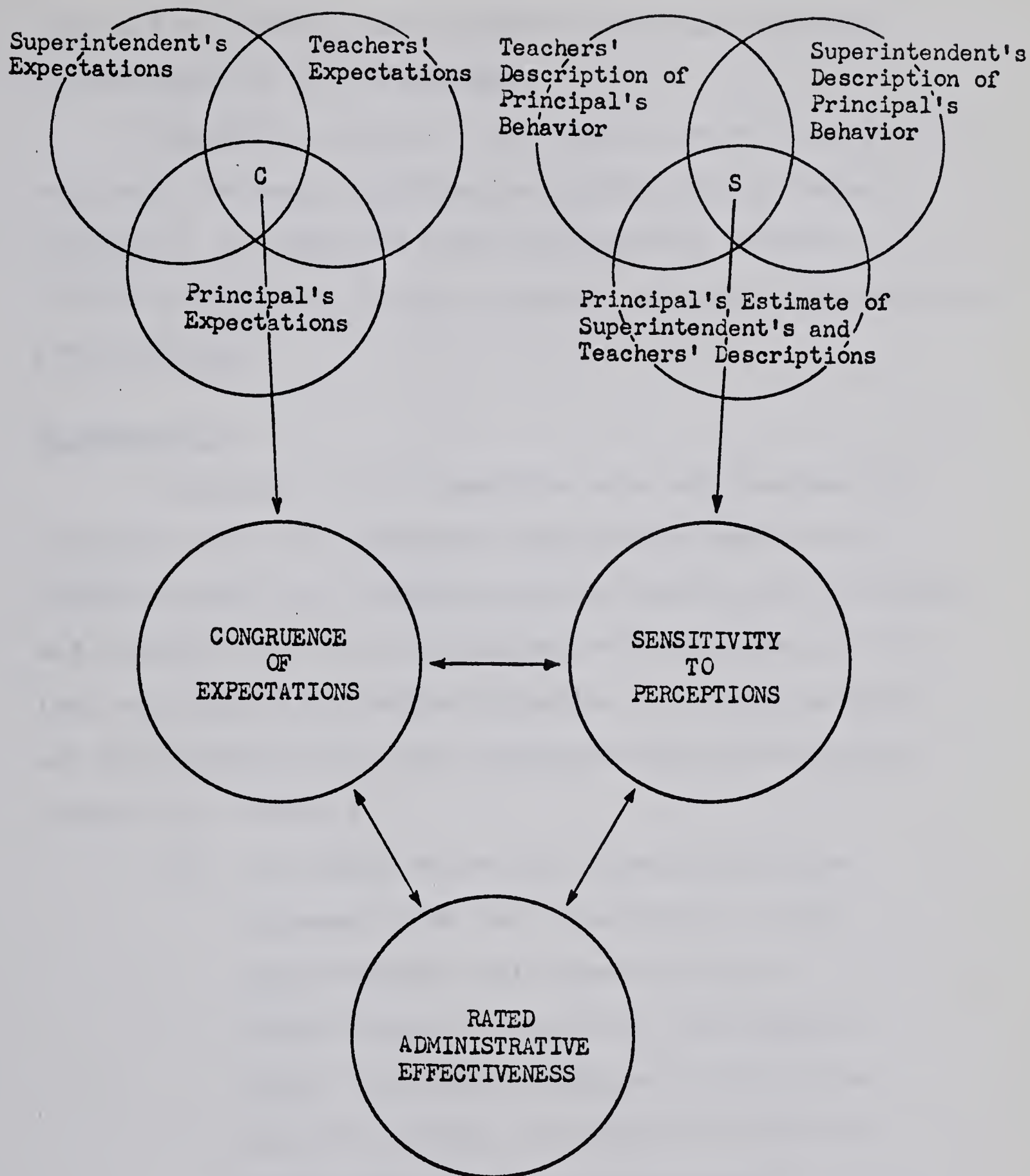


FIGURE 2

HYPOTHETICAL RELATIONSHIP BETWEEN  
CONGRUENCE OF EXPECTATIONS, SENSITIVITY TO PERCEPTIONS, AND RATED  
EFFECTIVENESS



computed by finding the degree to which the principal was accurate in his estimates.

The three circles in the lower part of the diagram represent the major hypothesized relationships between congruence of normative role expectations, sensitivity to the perceptions of alter groups, and rated administrative effectiveness.

### Hypothesis I

Principals whose normative role expectations are congruent with the normative expectations which the superintendent and teachers hold for their role attributes and behavior will be given higher effectiveness ratings than will principals whose normative role expectations are not congruent with the expectations of the superintendent and teachers.

I.1 Principals whose role expectations are congruent with the expectations of the superintendent will receive higher effectiveness ratings from the superintendent than will principals whose role expectations are not congruent with the expectations of the superintendent.

I.2 Principals whose role expectations are congruent with the expectations of teachers



will receive higher effectiveness ratings from teachers than will principals whose role expectations are not congruent with the expectations of teachers.

## Hypothesis II

Principals who are highly sensitive to the perceptions which the superintendent and teachers have of their leadership behavior will receive higher effectiveness ratings than will principals who are not highly sensitive to the perceptions which the superintendent and teachers have of their leadership behavior.

II.1 Principals who are highly sensitive to the perceptions which the superintendent has of their leadership behavior will receive higher effectiveness ratings from the superintendent than will principals who are not highly sensitive to the perceptions of the superintendent.

II.2 Principals who are highly sensitive to the perceptions which teachers have of their leadership behavior will receive higher effectiveness ratings from teachers than will principals who are not highly sensitive to the perceptions of teachers.



### Hypothesis III

Principals whose normative role expectations are congruent with those of the superintendent and teachers will have higher sensitivity to the perceptions which the superintendent and teachers have of their leadership behavior than will principals whose role expectations are not congruent with the expectations of the superintendent and teachers.

III.1 Principals whose role expectations are congruent with the expectations of the superintendent will have higher sensitivity to the perceptions which the superintendent has of their leadership behavior than will principals whose role expectations are not congruent with the expectations of the superintendent.

III.2 Principals whose role expectations are congruent with the expectations of teachers will have higher sensitivity to the perceptions which teachers have of their leadership behavior than will principals whose role expectations are not congruent with the expectations of teachers.



## II. LIMITATIONS

The major concern of this study was with the hypothesized relationships between congruence of expectations, sensitivity to the perceptions of alter groups, and rated administrative effectiveness as they occurred in terms of the role of the principal. Although much data was collected in the form of expectations for the principal's role attributes and behavior, and in the form of leader behavior descriptions, these data were not used other than to compute indices of congruence, sensitivity, and effectiveness. No attempt was made in this study to describe in detail or to discuss the specific expectations which teachers, principals, and superintendents had for the principal's role, nor was any attempt made to relate the Initiating Structure and Consideration scores, obtained through use of the Leader Behavior Description Questionnaire, to the major variables in this study. It was felt that this type of analysis would not contribute to the evaluation of the hypothesized relationships which were the focal points of this study. However, since these data may be of some interest to the reader, a summary of the expectations held by teachers, principals, and superintendents for the principal's role is given in Appendix I; and a summary of Leader Behavior Description scores for each principal, along with the



principal's estimates of these scores is given in Appendix J.

The extent to which the findings of this study can be generalized is severely limited by a number of factors. Since the study dealt with only one type of administrative position -- the principalship in elementary-junior high schools in rural Alberta -- the findings can only be generalized to similar positions in similar situations. However, a more serious limitation resulted from the fact that although the study was designed so that the principals studied constituted a random sample drawn from a hypothetically large population, this assumption proved untenable (2) (4). The fact that only seventy-eight per cent of the questionnaires were completed and returned was further complicated by the fact that only sixty-eight percent of the sample could be used in the final data analysis. For this reason, there was reason to doubt the justification for making generalizations to even a general population of principals in similar formal settings.

Finally, the correlational nature of this study prevents making inferences about causality (1). Where the null hypothesis was rejected, inferences have been made about the relationship itself and about the significance of the relationship, but no attempt was



made to extend these inferences to a general population of administrators. At best this study points out where relationships were found to exist and where there was evidence that the hypothesized relationships did not apply.

### III. SERENDIPITY

The stated hypothesized relationships appear to be logically-defensible derivations from the theory used as the basis for this study. However, other relationships might also obtain among the variables under study. For this reason, relationships other than those hypothesized were tested. Merton (3) suggests that the serendipity pattern is a means whereby the investigator may find new directions for inquiry and possibly extend theory in so doing. For this reason it seemed justifiable to test all of the thirty-six relationships which obtained among the nine variables under study. The additional findings which resulted from this analysis are presented and discussed in Chapter X.



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## CHAPTER IV

### REVIEW OF RELATED LITERATURE

Since this study is concerned basically with perception as it relates to rated administrative effectiveness, this chapter will first briefly review studies dealing with the transactional theory of perception employed in this study and explained more fully in Chapter II. It will next review some empirical studies and articles discussing the relationship between perceptions of expectations, sensitivity to the perceptions of alter groups, and rated administrative effectiveness. Because little empirical research has been done on this set of relationships per se, most of the studies reviewed here are concerned only with some specific aspects of the relationship. However, taken as a whole, the studies reviewed here are seen as supporting the hypothesis that a relationship does in fact exist between the variables which have been selected as the bases for this study.

#### I. PERCEPTION

The transactional theory of perception discussed by Ittleson and Cantril (14) and used as the basis for this study suggests that perception can be studied only in terms of transactions and that perception comes into



the transaction from the unique personal behavioral center of the viewer. By perceiving, the individual creates his own psychological environment by identifying certain aspects of his experience with an environment which he believes exists independent of his own experience.

Daniel Griffiths (13), in discussing human relations and perceptions, concludes as did Ittleson and Cantril that what a person perceives is the end product of what he has experienced in the past and what is pressing upon him at the moment of observation. This author supports this contention by citing Sherif's study which suggested that interacting people conform to social norms in what they perceive. In relating perception to educational administration, Griffiths explains that one's perception of his role depends upon his perceptions of the situation. Common perception and common group norms are necessary for developing group and individual satisfaction and effectiveness.

The significance of this concept of perception is further emphasized by Likert (15) who sees cognitive perception as a dimension of the individual's intellectual understanding. It is the means by which the individual gains his concept of his job -- of what he is supposed to do and how he is supposed to do it. In discussing the causes of ineffective supervision in industry, Likert



suggests that lack of sensitivity to the perceptions of others is often the cause of failure in supervision. To be effective, the supervisor must be able to see his own behavior as others see it. He suggests that effective supervision is:

...a relative process. To be effective and to communicate as intended, a leader must always adapt his behavior to take into account the expectations, values, and interpersonal skills of those with whom he is interacting. (15, p.95)

The importance of perception in school administration is further emphasized by John Croft (8) who reviews a study which assumed that, in order to be rated as effective, a school principal must be able to make accurate predictions of the perceptions which others have of his leadership behavior. The investigator assumed that how a principal really behaves is less important than is how the teachers and superintendent perceive that he behaves. Accuracy in estimating these perceptions of alter groups is useful as a basis for future action on the principal's part. Although the study failed to support the hypothesis that accuracy of perception as measured by scores indicating perceptual congruence was related to congruence in personality structure, the author was able to conclude that future research on the way in which administrators and teachers construe their worlds and the perceptual styles which they employ in so doing would be highly significant for



educational administration.

DeGood (9) investigated the relationship between accuracy of perception and rated administrative effectiveness. In a study in which he investigated the perceptions of community viewpoints held by school superintendents, he found that a relationship existed between the rated effectiveness of the educational administrators and the accuracy with which they were able to perceive the educational viewpoints prevailing in their communities. An even closer relationship was found to exist between rated administrative effectiveness and the administrator's acuity of perception when applied to various subgroups including newcomers to the community and persons whose children were attending public schools. The investigator found that the administrators who were rated as less effective erroneously tended to perceive the community as holding an educational position similar to their own position. DeGood concludes that the ability to perceive the viewpoints held by others may be a consequence of the individual's sensitivity, his ability to empathize, and his previous experience. His finding, that an administrator can hold views about education that are contradictory to those held by the community and still be judged effective, appears to support the idea that the ability to perceive may be a more important factor determining ratings of



effectiveness than is congruence in educational points of view.

Evenson's study (10) also implies that perception is an important variable intervening between expectations and effectiveness. In a role study involving high school principals and superintendents, Evenson found that there was no significant relationship between the individual's description of his own leadership behavior and the description of his behavior by his superiors and subordinates. The investigator suggested that there is need for persistent effort on the part of the administrator to obtain clarification of the expectations which alter groups hold for his role. Although the investigator placed emphasis on congruence of expectations and the relationship of congruence to ratings of effectiveness, he also suggested that accurate perception plays a significant part in effective administration.

It would appear from the studies reviewed thus far that perception plays an important part in administration. Not only does the perception process define the role of the incumbent and the expectations of alter groups, but it also serves as a means for assessing the effectiveness of administrative behavior. Sensitivity to the perceptions of others enables the administrator to predict more accurately the consequences of his decisions. This ability



enables the administrator to keep his behavior consistent with the evaluative criteria by which it is judged and to modify his behavior in terms of the perceptions of others.

## II. CONGRUENCE OF EXPECTATIONS AND EFFECTIVENESS

Having briefly reviewed the related studies dealing with the concept of perception, there needs to be discussed some of the studies which have investigated the interrelationship of perceptions, expectations, and effectiveness.

Most of the early research on administrative effectiveness took place in industrial settings where administration was viewed largely as a process for coordinating the resources of the enterprise in order to facilitate its effective and efficient progress towards defined organizational goals. This conception of administration is essentially one of a mechanistic allocation of men and materials. However, from the Hawthorne studies it became apparent that production was influenced by the human relationships within the work situation. The Hawthorne studies (21) conducted under the direction of Elton Mayo and his associates began with experiments to determine the effects of working conditions on the rate of production. The investigators found that physical working conditions, wages, and hours of work were not the only incentives which induced worker productivity,



rather they were factors in a social situation in which social interaction and personal association were major individual needs whose fulfillment resulted in worker satisfaction and increased production. They found that human relations between workers and supervisors and among workers themselves were the most powerful factors determining morale and increased productivity.

Roethlisberger (21), in reporting his views on management and morale, suggests that the whole administrative process is one of maintaining internal equilibrium by maintaining a kind of social organization in which individuals and groups may obtain the human satisfaction that will make them willing to contribute their resources to secure the objectives of the cooperative activity. The administrator in such a situation must be able to perceive human wants and needs and be able to relate them to organizational goals. In so doing, he will assist in securing the individual satisfaction and the group morale that contribute to goal attainment. Thus the Hawthorne studies contributed to shifting management emphasis from the mechanistic aspects of coordinating men and materials to the social aspects of securing individual satisfaction in order to increase productivity.

Chester Barnard (2), similarly placed heavy emphasis on worker satisfaction in securing organizational goals.



Material inducements such as wages, physical conditions, personal opportunities, and general incentives such as "associational attractiveness", adaptation of conditions to needs, and a condition of communion are only interrelated parts of the total situation. In the final analysis, according to Barnard, efficiency derives from the degree to which the individual is able to fulfill his motives for cooperation. The total motivation of a cooperative system then is the aggregate of the motives of the individuals in it. Only if the individual motives are in some degree fulfilled will the individual choose to cooperate. Thus Barnard sees the satisfaction of the individual, which results when his needs are congruent with organizational expectations, as the basis for organizational effectiveness.

The Hawthorne studies and the writings of Barnard seem to have had a powerful impact on more recent research dealing with individual satisfaction and administrative effectiveness. Effectiveness has since been related to supervisory practice, social climate, formal and informal organization, non-personal factors, and leadership in work situations. More recently, investigators have applied this form of research methodology to the school situation and have studied role expectations and perceptions to determine their relationship to effectiveness, satisfaction,



and confidence in leadership.

Investigators studying roles as cognitive organizations of expectations have found that the incumbent's behavior in enacting his role is determined by his perception of the expectations which define his role. In addition, they have found that the incumbent's behavior in enacting his role is assessed by alter groups in terms of the degree to which the incumbent's perceived behavior is congruent with their normative expectations. If this is indeed so, it must follow that, if both actor and perceiver have similar normative expectations for the actor's role, and if the actor behaves in terms of his normative role expectations, the actor's role behavior is more likely to be rated as effective than it would be if their expectations were divergent.

The Ferneau study (11) of the interaction of consultants and administrators in the school setting supports this contention. Ferneau attempted to determine why a consultant may be rated as effective in one situation and not in another. A problem-situation instrument, designed to determine the expectations which each actor had for the other, was devised and given to administrators who had been known to have utilized consultant services and to the consultants who had rendered these services.

The results of the study showed that when



administrators and consultants agreed on expectations, they tended to rate the consultation favorably; and, when they disagreed, they tended to rate it unfavorably. The success or failure of the interaction was independent of the specific character of the expectations or of the manifest behavior. Whether the consultant used the expert approach, and attempted to provide the right answer for each situation; or whether he used the process approach, and attempted to effect behavioral changes which would enable the administrator to solve his own problems, was not significantly related to the rated effectiveness of the consultation. The study supported the main hypothesis that consultants and administrators must perceive each other as functioning in the manner they expected if the consultation is to be rated as effective.

Chase (7) similarly, investigated the proposition that congruence of perceptions and expectations for leadership behavior is necessary for leadership to be rated as effective. He concluded that if a difference exists between what a leader should do according to expectations and what he actually does do, that conflict will result. He suggests that the primary task of the administrator is to resolve these conflicts by a progressive modification of the values and expectations of the group. Leadership will be rated as effective when



the administrator knows the expectations which others have for his role behavior and is able to act accordingly.

Moyer (19) in a study along lines similar to those used by Ferneau, investigated the relationship between the expectations of teachers and those of administrators and the satisfaction and effectiveness of those interacting in the situation. He found that the greater the agreement between teachers and administrators on their expectations for leadership, the more favorable were their attitudes toward the work situation. Although the small sample that Moyer used places serious limitations on the interpretation of his findings, this study suggests that the administrator must be aware of the expectations which others hold for his role and work to harmonize their differences:

...only by modifying his own behavior to match or exceed the expectations of his subordinates can the administrator interact in a manner which will result in favorable attitudes.

Thus the Chase studies and the Moyer study both indicated that congruence of expectations is necessary before an interaction can be rated as satisfying by the actors. The Ferneau study added that congruence of expectations not only is necessary for favorable attitudes, but that it also is necessary for rated effective behavior. Taken together, these three studies can be construed as



offering empirical support for the Getzels-Guba model of the sociopsychological aspects of behavior in a social situation.

Campbell (5) adds further support for this model in a study in which he found that teachers whose wants and needs were in agreement with the principal's expectations expressed higher job satisfaction than did teachers whose wants and needs were in conflict with the principal's definition of the teacher's role. He suggests that maximum effectiveness will result when:

...the principal's expectations for the teachers' behaviors are identical with the wants and needs of the teachers.

He further notes that a wide disparity exists between what the principal expects of the teachers and what the teachers perceive that the principal expects of them.

Argyris (1) adds further support to the need for congruence of individual needs and organizational expectations. He suggests that the dilemma faced by every administrator is one of obtaining optimum satisfaction while at the same time securing optimum effectiveness.

Bidwell (3) arrives at the same conclusion. The findings of his study, designed to determine the effects of expectations by which teachers define the roles of administrators on the teachers' perceptions of the incumbents of these roles, indicated that perceptions of



behavior were dependent upon the convergence or divergence of expectations. He concludes that the administrator's responsibility is to reconcile the differing expectations that teachers hold for administrators in order to secure their confidence and security.

Morin (18) recently conducted a study of the role perceptions of Alberta school principals within the framework of the Getzels-Guba model of the sociopsychological aspects of behavior in a social situation. Using an objective-response questionnaire, he analysed the role perceptions of principals to determine the differences of perceptions between elementary and secondary school principals. The investigator found that, although the formal expectations for the principalship vary but little, the principals differed in their perceptions of these expectations. Most of the principals perceived their roles as ones that could be fulfilled by teachers who were skillful in instructional procedures and who had some knowledge of personnel supervision. In the overall analysis, the length of administrative experience of principals did not appear to be significantly related to differences in their perceptions of their role. In general, the investigator was able to conclude that there was little consensus among principals regarding the expectations which defined their roles.



Lack of consensus of expectations for the principal's role was also found by both Buffington and Medsker (23) who used the critical incident technique to identify some of the job requirements of elementary school principals. They found that although the principal is being evaluated daily by the individuals and groups with whom he is in contact, the basis on which his effectiveness is evaluated appears to differ from group to group. Teachers and parents appeared to judge principals on the basis of personal relationships rather than on the quality of the instructional program in the school. The studies further showed that the two groups emphasized different aspects of administrative behavior in judging the principal's effectiveness. These studies seem to imply that in order to be rated as effective the principal needs to take into account not only a generalized set of expectations but also a differing specific set of expectations held by each of the groups with whom he works. Although the writers do not make this point, it appears from the findings discussed that in order to be rated as effective the principal also needs to be highly sensitive to the perceptions of those with whom he interacts.

Miklos (17) in a recent article also discusses the importance of expectations in influencing behavior. He suggests that teachers who perceive the actual behavior



of the principal to be in accord with their expectations will react favorably to this behavior. In a study carried out in Alberta schools, the investigator found that effective administrative behavior was based on a "realistic interpretation" of the situation. In situations where both principals and teachers were uncertain of the role of the principal, and in situations where both the principals and teachers were certain of the role expectations of the principal, the principal was described more favorably than in cases where the opposite situation existed. That is, where principals were certain of the role of the principal and teachers were uncertain of the role of the principal; and, where principals were uncertain of the role of the principal and teachers were certain of the role of the principal, the principal was described less favorably. The investigator concluded from his study that principals could improve their rated effectiveness by modifying expectations and by clarifying the expectations which alter groups hold for the principal's role.

Prince (20) found significant relationships between individual values and rated administrative effectiveness. His study was based on the theory that there is a relationship between the extent of agreement in values held by principals, teachers, and students and effectiveness, satisfaction, and confidence in leadership. He found that



value differences between teachers and principals affect the teachers' confidence in his leadership and their ratings of his effectiveness. Teachers tended to rate as effective those principals who had value patterns similar to their own. No significant relationship was found between value differences and teacher satisfaction and between value differences and principals' ratings of teacher effectiveness. Prince explains the reason values affect teachers' ratings of the principal and not principals' ratings of teachers is that principals use a different set of criteria in rating teachers. Principals, trained in administration and supervision, rate teachers in terms of other teachers with whom they are in contact; while teachers, who usually are in contact with only one principal, rate the principal's performance on his effectiveness as a leader, on his reactions to their work, and on his personality. For this reason, Prince suggests that values play a more important role in teachers' ratings of the principal's effectiveness than they do in principals' ratings of the teachers' effectiveness.

Savage and Beem (22) attempted to find what is different about the skills and abilities of administrators who are rated as successful and of those who are rated as unsuccessful. They discuss Sternloff's study which used the critical incident technique to find what he termed



"critical requirements of effective school administrators."

The authors suggest, after analysis of Sternloff's list of requirements, that the administrator who is rated as successful can be distinguished by:

...the kind of judgment he exercises, his ethical and moral standards, his grasp or knowledge of human behavior, his emotional stability, his skills in interpreting human relationships and other personal characteristics such as courage.

In effect, the authors conclude that human relations play a crucial role in every aspect of educational administration and that the administrator's ability to work cooperatively and effectively with his board, staff, and community is a prime determinant of his rated success.

Lipham (16) attempted to discover what personal variables are related to effective administration. He found that principals who were rated as effective and those who were rated as ineffective differed significantly on six personality variables -- authority drive, achievement drive, mobility drive, social ability, and feelings of security and emotional control. However, he found no significant difference between principals who were rated as effective and those who were rated as ineffective concerning a number of demographic variables. Marital status, sex, age, years of graduate study, years of teaching experience, and years of experience as principal did not differ significantly in the two groups. Composite



results of the study portrayed the effective principal as:

...inclined to engage in strong and purposeful activity, concerned with achieving success and positions of higher status, able to relate well to others, secure in interpersonal relationships, and stable in the face of highly effective stimuli.

### III. CRITICAL COMMENT

The studies reviewed in this chapter and in Chapter II may be seen as offering empirical evidence in support of the hypothesis that congruence of expectations, sensitivity to the perceptions of others, and perceived effectiveness are interrelated. However, many of these studies have serious limitations which more often than not appear to have been overlooked by the investigators in interpreting their findings.

Studies by Bidwell (3), Campbell (5), Ferneau (11), and Moyer (19) for example, were correlational studies which found that subjects who reported agreement in expectations also reported high levels of satisfaction. These investigators appear to have implied that congruence of expectations is a factor causing satisfaction. However, these findings can be reversed to say that subjects who report high levels of satisfaction are inclined to perceive agreement in role expectations. Here satisfaction appears to be a cause of congruence of expectations. Thus, as suggested by Charters (4, p.799), "... the direction of



causality is equivocal."

Furthermore, since these investigators took measures of agreement and measures of satisfaction from the same individuals, it may well be that the correlations between these measures resulted from errors in the measurement process. It seems quite reasonable to suggest that the fact that an individual is satisfied might induce him to perceive congruence or that the fact that an individual perceives congruence might induce him to feel satisfaction, when in effect the two factors may not be related. Charters (4, p.799) supports this criticism by showing that studies which take measures of congruence and measures of satisfaction or effectiveness from independent sources fail to show significant correlations between these variables. However, the fact that there is lack of empirical evidence that a relationship exists does not constitute proof that a relationship does not in fact exist.

The Sternloff study (22) and the Buffington and Medsker studies (23) which used the critical incident technique are subject to serious criticism. These studies appear to have used the critical incident technique to identify characteristics of effective administrators without recognizing that the critical incident technique can achieve only two things: (4)



1. It can reveal the perceptions of the observer.
2. It can reveal the existence of behavioral phenomena.

It does not discover or determine success criteria. The success criteria which it does discover are those held by the perceiver. The success criteria must exist in the perceiver's concepts before he is able to perceive examples of successful behavior. It seems that the establishment of success criteria is primarily a philosophical problem which cannot readily be resolved by the critical incident technique (4). Only when success has been defined and the operational criteria for success established is empirical science useful for verification. Studies using the critical incident technique to establish success criteria are therefore subject to the criticism that they are "...a collection of data which describe everything but explain nothing" (6, p.793).

The DeGood study (9) asked superintendents to estimate community viewpoints by choosing from among eighty distribution curves displayed by the interviewer and compared these estimates with actual measurements of community viewpoints. In this type of study there is always the danger that the defining population considered by respondents in their estimates differed from the actual population measured (6,p.794). Here the findings may have



resulted from the respondent and the investigator using different frames of reference rather than from actual existing differences.

Thus while the studies reviewed appear to offer empirical evidence in support of the hypothesized relationships which were tested in this study, the findings and the implications which the investigators have drawn are subject to some rather serious limitations.

#### IV. SUMMARY

The studies reviewed here and elsewhere in the text (Chapters I and II) can be viewed as providing empirical evidence that a relationship does exist between congruence of expectations, sensitivity to the perceptions of others, and rated administrative effectiveness. In sum the works suggest that:

1. Perception influences the incumbent's concept of his role.
2. Sensitivity to the perceptions which others have of the incumbent's leadership behavior may enable the actor to correct his behavior so that it is in keeping with their expectations.
3. Both congruence of expectations and sensitivity to the perceptions of others are factors which influence ratings of administrative effectiveness.



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## CHAPTER V

### STUDY DESIGN AND INSTRUMENTS

#### I. STUDY DESIGN

This study was designed so that indices of congruence, sensitivity, and effectiveness could be constructed for each principal from data furnished by methodologically independent sources. Data from which these indices were constructed were collected from three groups of respondents -- superintendents, principals, and teachers.

Members in each group were asked to complete questionnaires on which they indicated their normative expectations for the principal's role. Indices of congruence were computed from these separate questionnaire responses. In this way, the respondents had no way of knowing whether or not their stated expectations were congruent with those of the role incumbent. Thus there was no possibility that perceptions of congruence could bias the effectiveness ratings which teachers and superintendents gave to the principals under study.

Similarly, the principals' sensitivity indices were constructed from data collected from independent sources, and sensitivity scores were therefore unknown to the respondents. Superintendents and teachers were asked



to describe the principal's leader behavior, and the principal was asked to estimate, on separate questionnaires, how the teachers on staff and the superintendent would describe his leader behavior. Indices of sensitivity for each principal were then computed from these independent questionnaire responses.

Respondents were asked to complete questionnaires as follows:

1. Superintendent:

- a. Background Information
- b. Expectations Questionnaire (To indicate his expectations for the principal's role behavior and attributes)
- c. Effectiveness Rating Scale (One for each principal under study in the superintendent's jurisdiction)
- d. Leader Behavior Description Questionnaire (One for each principal under study in the superintendent's jurisdiction)

2. Teachers:

- a. Background Information
- b. Expectations Questionnaire (To indicate their expectations for the principal's role behavior and personal attributes)
- c. Effectiveness Rating Scale (To assess



the principal's effectiveness in  
enacting his role)

d. Leader Behavior Description Questionnaire

3. Principal:

a. Background Information

b. Expectations Questionnaire (To indicate  
his expectations for the principal's  
role behavior and personal attributes)

c. Leader Behavior Description Questionnaire  
(To estimate how the teachers will  
describe his leader behavior)

d. Leader Behavior Description Questionnaire  
(To estimate how the superintendent will  
describe his leader behavior)

The design of this study attempts to overcome a basic weakness inherent in similar correlational studies by Bidwell 1955 and 1957, Campbell 1958, Ferneau 1954, Guba and Bidwell 1957, Moyer 1954, and others. These investigators found that subjects who reported agreement in expectations also expressed high levels of satisfaction. Since their studies were correlational, their findings can be reversed to say that subjects who report high levels of satisfaction are inclined to perceive agreement in role expectations. Moreover, and more important, since indices of agreement were constructed from data furnished by the same subjects



who reported their levels of satisfaction, it may be suspected that the correlations between congruence and satisfaction were created by errors in the measurement process (1).

Although this study dealt with somewhat different variables, it attempted to overcome this weakness in study design by taking data from independent sources. Hence ratings of effectiveness given to the principal by teachers and superintendent could not in themselves influence congruence or sensitivity, nor could the congruence and sensitivity scores of the principal in themselves influence the ratings of effectiveness which he received from the teachers and from the superintendent. Thus this study attempted to reduce the errors in the measurement process which might, in themselves, have accounted for correlations between the variables under study.

## II. THE INSTRUMENTS

### Background Information

This is a brief questionnaire designed to collect data on school size and on personal characteristics of respondents. The personal characteristics of teachers and superintendents have been used basically to describe the sample studied, while those of the principal have been used to determine whether or not a relationship exists



between these personal characteristics and the major variables under study. (This instrument appears as part of the Expectations Questionnaires in Appendices E, F, and G.)

#### Expectations Questionnaire

This is a fifty-four question, forced-choice, Likert-type instrument designed to test both the direction and the intensity of the expectations which teachers, principals, and superintendents held for the principal's role. The fifty-four questions were grouped into two main categories of expectations. The first ten questions assessed the respondent's normative expectations for the principal's personal attributes, and the remaining forty-four questions assessed the respondent's normative expectations for the principal's role behavior.

To facilitate response, and to group expectations so that respondents might be better able to determine how well the principal's role behavior met their expectations, the behavioral expectations were further subdivided and grouped into three categories representing task areas. Questions eleven to thirty assessed the respondent's expectations for the principal's behavior in his school management function. Questions thirty-one to forty-one assessed expectations for the principal's staff relationships, and questions forty-two to fifty-four assessed



expectations for the principal's community and professional behavior. The instrument was adapted from Frazier (2) (3) and redesigned to fulfill the needs of this study. (This instrument is presented in Appendices E, F, and G.)

Content validity (6) was established by administering the questionnaire to twenty-five graduate students in educational administration and to a pilot study school in which six teachers, one principal, and one superintendent completed the questionnaire. The rationale used in establishing content validity was to delete any question which was scored with a neutral response by more than ten respondents. It was assumed that the rejected questions did not represent an area in which respondents could be said to hold what might be termed an expectation for the principal's role.

In addition, graduate students were asked to comment on those questions which appeared ambiguous and on those which did not seem to apply to Alberta schools. These questions were either reworded or rejected. The final form of the questionnaire was used with the neutral response category omitted. It was felt that since respondents had been inclined to select the neutral response whenever the choice between "should" and "should not" became difficult, leaving the neutral response category in the remaining questions in the final questionnaire might still result in



an inordinate number of unusable questions.

It might be argued that a neutral response does not indicate a specific expectation which defines the principal's role. An expectation is usually considered to be a statement for or against something. Therefore, if respondents used the neutral response to answer an expectation question, the response could not be considered an expectation; for it would serve neither as an evaluative criterion by which to judge the behavior of the incumbent, nor as a predictive statement referring to the probability of future events (4). Furthermore, if both principal and alter groups were to respond in the "may or may not" category for an expectation question, they could be considered to be congruent in response; but this would not necessarily mean that they were congruent in an expectation for the principal's role.

Moreover, it was felt that many expectations do involve a choice between two almost equally desirable alternatives. If respondents are forced to choose, they are placed in a realistic stress situation, and their response to the question is more likely to indicate their expectation under stress. Since this study was not concerned with the expectations per se but with the degree to which respondents were congruent in their expectations, it was felt that individuals who were congruent in their



expectations would tend to choose in the same direction under this type of stress, while those who were divergent would tend to choose in opposite directions. In effect then, the forced-choice type of questionnaire response seemed best suited for use in a study concerned with testing congruence of expectations.

#### Leader Behavior Description Questionnaire - 1957

This questionnaire, developed by Halpin and associates was developed and used mainly to measure Initiating Structure and Consideration as two dimensions of leader behavior. However, it was used in this study for the sole purpose of measuring the degree to which the principal was sensitive to the perceptions which teachers and superintendent had of his leader behavior. No change was made in this questionnaire other than to indicate to the principal that he was to use it to estimate how the teaching staff would describe his leader behavior and to estimate how the superintendent would describe his leader behavior. (This instrument is presented in Appendix H.)

#### Effectiveness Rating Scale

This scale was adapted from Prince (5) who constructed it by submitting a list of items to twelve competent judges who were asked to select those which best



described the effective principal. The scale consists of ten items which assess the principal's effectiveness in terms of the behavioral expectations used in the Expectations Questionnaire. Table I indicates how this scale is related to the Expectations Questionnaire by showing the expectations category assessed by each of the Rating Scale items. Since the items in this scale assess effectiveness in the same areas that were considered in the Expectations Questionnaire, it was used with but little modification as the effectiveness rating scale for this study.

To this scale, Prince added a global rating scale consisting of five items which assessed the principal's effectiveness in terms of how he compared with other principals known to the respondents. This part of the scale was not used in the data analysis because it did not measure effectiveness in terms consistent with the theory used as the basis for this study.



TABLE I

RELATIONSHIP OF EFFECTIVENESS RATING SCALE  
TO EXPECTATIONS QUESTIONNAIRE

Rating Scale		Expectations Categories		
Item Number	School Management	Staff Relationships	Community Professional	
1.			*	
2.		*		
3.	*			
4.	*			
5.		*	*	
6.		*	*	
7.	*			
8.	*			
9.			*	
10.		*		

(The Effectiveness Rating Scale is presented as a Part C of the Expectations Questionnaires in Appendices F and G)



## REFERENCES FOR CHAPTER V

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## CHAPTER VI

### COLLECTION OF DATA

#### I. THE SAMPLE

This study was carried out by analysing data collected using questionnaires which were answered by principals, superintendents, and teachers in selected Alberta schools. The following criteria were used in selecting the sample to be studied:

1. Schools under the jurisdiction of a provincially-appointed school superintendent.
2. Schools categorized as offering instruction in grades one to nine.
3. Schools having a teaching staff of seven or more teachers.
4. Schools meeting criteria 1, 2, and 3 above whose principals and superintendents agreed to participate.

On the basis of the above criteria, thirty-eight schools were selected from the "List of Operating Schools in Alberta 1965-66" (1). By including all the schools meeting these criteria, this procedure provided a sample of twenty-five superintendents, thirty-eight principals and three hundred and seventy-two teachers.



The superintendents of divisions and counties in which the selected schools were located were sent a form letter on February 10, 1966 in which the general nature of the study was outlined and which requested the cooperation of the superintendent and his permission to use the selected schools for study. One superintendent indicated some reluctance to participate and the schools under his jurisdiction were eliminated from the sample.

Principals' and Teachers' questionnaires were mailed to participating schools and an accompanying form letter asked the principal to distribute a set of questionnaires and a stamped return envelope to each teacher on staff, and to complete the enclosed Principal's Questionnaires. Superintendents were mailed questionnaires and a form letter including specific instructions indicating how the questionnaires were to be completed. (Copies of all correspondence are presented in Appendices A, B, C, and D.)

## II. RESPONSE

Table II presents a brief analysis of the number of responses from each of the participating groups -- principals, teachers, and superintendents.

Although the returns for the total sample were excellent, eight schools were eliminated from the final stages of the analysis. In each case one or more of the



TABLE II  
NUMBER OF QUESTIONNAIRES DISTRIBUTED  
AND RETURNED

Respondents	Questionnaires Distributed	Questionnaires Returned	Per Cent Returned
Superin- tendents	25	22	88
Principals	38	36	95
Teachers	372	281	76
Totals	435	339	78

following factors prevented the investigator from using the data returned:

1. Superintendent failed to return completed questionnaires.
2. Principal failed to return completed questionnaires.
3. Teachers failed to return a sufficient number of completed questionnaires. (Schools with less than fifty per cent teacher response were deleted from the study.)

The questionnaire return by schools is given in Appendix L, and schools eliminated from the sample are indicated.



### III. CHARACTERISTICS OF RESPONDENTS

Table III provides a brief summary of selected data concerning the personal characteristics of all respondents whose questionnaires were used in this study. Although this study did not use all of the data concerning the personal characteristics of teachers and superintendents in the analysis of data, they have been included here in order to describe the sample studied. However, the data concerning principals' personal characteristics have been used to determine whether such factors as age, years of teaching experience, years of training, degree held, specialization in educational administration, and years of experience as a school principal were related to congruence, sensitivity, or effectiveness. The findings concerning these relationships are given in Chapter IX.

#### Teachers

There was considerable homogeneity among teachers with respect to personal characteristics. The majority of teachers were married women with one year of university training. Less than twenty per cent of the teachers held a university degree and none held degrees beyond the bachelor level. Teachers were bimodally distributed according to age with approximately thirty per cent in the twenty-one to thirty age category and approximately thirty



per cent in the age fifty plus category. There was some indication that a considerable number were married women who had returned to teaching after a period of absence. Furthermore, there was indication that many of these teachers had recently improved their teaching qualifications. This is indicated in part by the fact that over half the teachers had attended university since 1960. The number of years of teaching experience followed a positively skewed distribution with the majority of teachers having fewer than fifteen years of teaching experience and with approximately thirteen per cent having fewer than two years of teaching experience.

### Principals

Twenty-nine of the thirty principals under study were males and only one was unmarried. Sixty per cent were between twenty-one to forty years of age and had fewer than fifteen years of teaching experience. Principals were almost normally distributed according to years of training with forty per cent holding a bachelor's degree and eighty per cent having attended university since 1960. Only six principals had specialized training in educational administration.

There was some evidence of high mobility among principals, for over half had held their present position for fewer than two years. There was also evidence that



the principals studied were relatively inexperienced in administration, for fifty-three per cent had fewer than five years of experience as principals.

### Superintendents

Superintendents all were married males with over five years of teaching experience. Sixteen of the superintendents had done some post-graduate work, and ten of these had attended university since 1960. Nine of the seventeen superintendents had no specialized training in educational administration, but all had had some experience as school principals. Thirteen had been school superintendents for a period of more than five years.

TABLE III

#### SELECTED PERSONAL CHARACTERISTICS OF RESPONDENTS

Personal Characteristics	Teachers N=249	Principals N=30	Superintendents N=17
SEX:			
1. Male	52	29	17
2. Female	189	1	
3. Not Stated	8		
MARITAL STATUS:			
1. Single	44	2	
2. Married	184	26	17
3. Widowed	8	2	
4. Divorced	4		
5. Not Stated	9		

(continued)



TABLE III (continued)

Personal Characteristics	Teachers N=249	Principals N=30	Superintendents N=17
AGE:			
1. 20 and under	4		
2. 21 - 30	76	10	
3. 31 - 40	38	10	7
4. 41 - 50	47	5	1
5. 50 +	75	5	9
6. Not stated	9		
TEACHING EXPERIENCE:			
1. 2 and under	34		
2. 3 - 5	41	3	
3. 6 - 10	44	10	5
4. 11- 15	47	5	7
5. 16- 20	26	2	3
6. 21- 25	26	4	1
7. 25+	24	6	1
8. Not stated	7		
YEARS TRAINING:			
1. 1	114	2	
2. 2	63	2	
3. 3	22	7	
4. 4	36	10	1
5. 5	4	3	6
6. 6	2	5	7
7. 7		1	3
8. Not stated	8		
TRAINING INSTITUTION:			
1. Alberta	214	26	12
2. Other	23	4	5
3. Not stated	12		
RECENCY OF TRAINING:			
1. Before 1960	108	6	7
2. 1960 and later	120	24	10
3. Not stated	21		

(continued)



TABLE III (continued)

Personal Characteristics	Teachers N=249	Principals N=30	Superintendents N=17
DEGREE STATUS:			
1. None	197	12	
2. Bachelor's	44	14	7
3. Master's			8
4. Doctoral			2
5. Not Stated	8		
SPECIALIZATION:			
1. None in Administration		24	9
2. Administration		6	8
EXPERIENCE AS PRINCIPAL IN PRESENT SCHOOL			
1. 2 and under		16	
2. 3 - 5		6	
3. 6 - 10		4	
4. 11- 15		2	
5. 16- 20			
6. 21- 25			
7. 25+		2	
TOTAL EXPERIENCE AS PRINCIPAL:			
1. 2 and under		9	2
2. 3 - 5		7	7
3. 6 - 10		6	5
4. 11- 15		4	2
5. 16- 20		1	
6. 21- 25			1
7. 25+			
TOTAL EXPERIENCE AS SUPERINTENDENT:			
1. 2 and under			4
2. 3 - 5			
3. 6 - 10			5
4. 11- 15			
5. 16- 20			5
6. 21- 25			
7. 25+			3



## IV. SUMMARY

Generally speaking, the sample studied consisted of married women teachers and with from two to fifteen years of teaching experience. Principals were married males with four years of training, little experience as principals, and little formal training as administrators. Superintendents were married males with some post-graduate training and considerable experience as superintendents.



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## CHAPTER VII

### STATISTICAL TREATMENT OF DATA

The data collected were analysed to compute indices of congruence, sensitivity, and effectiveness for each principal. The teachers in each school unit were treated as single entities, and no attempt was made to compute congruence, sensitivity, or effectiveness scores for individual teacher-principal relationships. Since all assumptions for the use of parametric statistical tests could not be met, the data analysis was done using nonparametric statistical tests.

#### I. PRIMARY ANALYSIS OF DATA

##### Congruence Scores

The major purpose of the Expectations Questionnaire was to assess the degree to which the principal's normative expectations for his role were congruent with those of the teachers and the superintendent. It was decided that the principal's response to each question would be compared with the teachers' modal response to that question. However, selecting modal responses posed several problems.

Each of the fifty-four questions on the Expectations Questionnaire could be reduced to a statement for or against something. This refers to the direction of the



expectation. In addition, each response could be placed on an intensity continuum ranging from "definitely should do as indicated" through to "definitely should not do as indicated." Thus every expectation had two explicit dimensions -- direction and intensity (3) -- which had to be taken into account in selecting the teachers' modal responses to be used in computing congruence scores for each principal.

The first problem was to select those questions on which there was staff consensus in the direction of the expectation. To do this, responses of teachers in each school unit were dichotomized into "should" and "should not" categories and the frequency of response for each category was noted. The Binomial Test (5, pp.36-42 and Table p.250) was then applied to select those questions on which the frequency of response was such that there was significant consensus in the direction of the expectation. A significance level of .10 was chosen for this test, and those questions on which consensus was not significant were deleted from the computation of congruence scores.

This procedure resulted in a considerable number of expectations questions being rejected because of lack of staff consensus. Table IV shows the number of questions in each expectation category which had to be deleted from the computation of congruence scores.



TABLE IV

NUMBER OF ITEMS REJECTED FROM TEACHERS'  
EXPECTATIONS QUESTIONNAIRE RESPONSES

School Unit	Expectations Categories			Total
	Attributes	School Management	Staff Relationships	
1.	1	10	6	21
2.	2	14	8	33
3.	2	10	7	27
4.	1	10	4	20
5.	2	10	4	22
6.	1	7	3	14
7.	2	9	5	22
8.	3	13	8	32
9.	1	14	5	27
10.	1	15	9	33
11.	2	13	5	24
12.	0	8	4	16
13.	1	12	8	29
14.	0	8	5	17
15.	2	12	7	28
16.	1	14	8	31
17.	2	12	7	28
18.	0	14	6	25
19.	3	11	8	30
20.	2	11	6	23
21.	1	10	6	22
22.	2	9	8	27
23.	2	12	6	28
24.	1	15	8	28
25.	0	12	5	23
26.	0	13	6	22
27.	3	11	5	23
28.	1	11	6	26
29.	1	15	9	33
30.	3	12	7	29



The second problem was to determine whether there was staff consensus in the intensity of the expectations selected. Again the Binomial Test was applied, this time to the responses in each of the two dichotomies, to determine if there was a significant difference between the two response frequencies on each side of the dichotomized scale. A significance level of .10 was again used, and it was found that a significant difference existed on only a small number of questions. For this reason, the two cells on each side of the dichotomized scale were combined and the intensity dimension was not used in the teachers' modal responses. Thus the teachers' responses were reduced from "definitely should" and "preferably should" to "should", and from "preferably should not" and "definitely should not" to "should not". However, the intensity dimension was retained in the principal's responses. The following table shows the response scale which resulted.

TABLE V  
RESPONSE SCALE FOR TEACHER-PRINCIPAL  
EXPECTATIONS

Respondent	Response Categories Used			
Principal	DS (1)	PS (2)	PSN (3)	DSN (4)
Teachers	SHOULD (5)		SHOULD NOT (6)	



A congruence score was computed for each principal using the following weights for each combination of teachers' modal response and principal's response.

TABLE VI  
WEIGHTS USED IN COMPUTING TEACHER-PRINCIPAL  
CONGRUENCE SCORES

Response Pattern	Assigned Weight
5,1 or 5,2 or 6,3 or 6,4	2
5,3 or 6,2	1
5,4 or 6,1	0

Thus if the teachers' modal response for an item was "SHOULD" and the principal's response was PSN, this was (5) (3) considered to be a 5,3 response pattern and was weighted a numerical value of 1.

This type of weighting system was used so that the intensity scale on the principal's expectations could be taken into account. Since teachers were not in agreement on the intensity dimension, this can be interpreted to mean that they were almost equally divided between DS and PS, or between PSN and DSN. Thus it might be argued that the teachers' modal response fell somewhere between DS and PS, or between PSN and DSN. Since a principal's



expectation expressed as DS appears to be less congruent with a teachers' response of SHOULD NOT than is a principal's expectation expressed as PS, different weights were assigned to each of these response patterns. This procedure takes into account the intensity of the principal's expectation while it considers only the direction of the teachers' expectation.

The computation of superintendent-principal congruence scores was less complex since only one principal was being compared with one superintendent. The problem of selecting significant responses did not arise nor was there any necessity for collapsing responses into only two categories. In this analysis, a four point scale was used with weights assigned to each response pattern. A Likert scoring method was used with response categories weighted 4, 3, 2, 1, 0 and with weights reversed at the mid-point of the scale. The following table shows the response scale used.

TABLE VII  
RESPONSE SCALE FOR SUPERINTENDENT-PRINCIPAL  
EXPECTATIONS

Respondent	Response Categories Used			
Principal	DS (1)	PS (2)	PSN (3)	DSN (4)
Superintendent	DS (1)	PS (2)	PSN (3)	DSN (4)



A congruence score was computed for each principal by using the following weights for each combination of superintendent's response and principal's response.

TABLE VIII  
WEIGHTS USED IN COMPUTING SUPERINTENDENT-PRINCIPAL  
CONGRUENCE SCORES

Response Pattern	Assigned Weight
1,1 or 2,2 or 3,3 or 4,4	4
1,2 or 3,4	3
2,3	2
1,3 or 2,4	1
1,4	0

Thus if the superintendent's response was PS and the  
(2)

principal's response was PSN, this was considered to be  
(3)

a 2,3 response pattern and was weighted a numerical value of 2. This weighting system takes into account both direction and intensity of expectations. It is based on the rationale that the farther apart are the responses, the lower the congruence score. In addition, the weighting takes into account the change in direction which takes place at the mid-point of the response scale. Although PS and PSN are the same distance apart as DS and PS, and



PSN and DSN, the fact that PS and PSN represent expectations in different directions necessitates that weights be assigned to compensate for this change in direction. For this reason responses which occurred on different sides of the response scale have been given a lower weighting than have responses which were the same distance apart but which occurred on the same side of the response scale.

The congruence scores so computed for each item on the Expectations Questionnaire were summed and divided by the number of items used for that school unit. This provided an index of congruence for each principal. The possible range of this index was 0 - 4 for superintendent-principal congruence and 0 - 2 for teacher-principal congruence.

It may be argued that this method of scoring provided a quasi-interval scale; however, since nonparametric tests were used, this procedure had little value other than its use in discriminating between principals in terms of their congruence scores. This was important since principals were ranked in terms of this variable and a finer measure of congruence tended to produce relatively few ties in ranks.

### Sensitivity Scores

The Leader Behavior Description Questionnaire was



used in this study for the sole purpose of determining the principal's sensitivity to the perceptions of alter groups and of individuals within alter groups. Each questionnaire was scored in the conventional manner and the principal's estimate was compared with the teachers' mean scores in describing the principal's leader behavior. The absolute differences between the principal's estimate and teachers' description on Initiating Structure and on Consideration were summed and used as the principal's sensitivity score. A similar procedure was followed in computing sensitivity scores for the principal-superintendent relationship. The resulting numerical scores are inversely related to the degree of sensitivity: a high numerical score indicates low sensitivity and a low numerical score indicates high sensitivity.

#### Effectiveness Scores

Principals were rated in effectiveness by both teachers and superintendents. The teachers' mean rating was used as the staff rating of the principal. The letter responses A, B, C, D, E used on the Effectiveness Rating Scale were assumed to represent an interval scale, and numerical values of 5, 4, 3, 2, 1 respectively, were assigned to the letter responses. Responses so weighted were summed and divided by the number of teachers



responding to arrive at a staff rating for the principal. A similar procedure was followed for the purpose of computing the superintendent's rating for the principal. Here, however, since only one superintendent rated each principal, the sum of the superintendent's responses on the rating scale was used as the superintendent's rating.

### Background Information

This information was used to divide principals into two or more groups in terms of their personal characteristics. Arbitrary division points were selected so that wherever possible there would be no cell in the contingency tables having a zero frequency.

Congruence, sensitivity, and effectiveness scores were divided at the mean, and principals in each personal characteristic category were assigned their corresponding congruence, sensitivity, and effectiveness scores. This provided the number of principals in each personal characteristic category who scored above and below the mean in congruence, sensitivity, and effectiveness. The Chi-Square Test of Independence (2, pp.165-169) was then applied to determine whether congruence, sensitivity or effectiveness were independent of the personal characteristics of principals.



## II. TESTS OF HYPOTHESES

Nonparametric statistical tests were chosen to test the major hypotheses in this study. Several factors influenced this choice. Although it can be argued that the scales used in scoring each of the instruments are at least quasi-interval scales, it does not seem reasonable to assume that the particular measurements for this study were drawn from variables whose population distributions have the form of the Gaussian normal curve of error. Since marked divergencies from normality occurred in responses on the questionnaires returned, it was decided to resort to distribution-free or nonparametric statistical tests (4).

A second factor influencing the choice of nonparametric tests was the fact that although there is the risk of making a Type I error and rejecting a hypothesis which is in fact true by using a less powerful nonparametric test, the roughness of the original measurements must not be overlooked. It seems that parametric statistical tests actually multiply errors in measurement while at the same time give the reader a false sense of accuracy. It seemed much more reasonable in this study to accept the roughness of the original measures than to use sophisticated statistical tests which might tend to obscure it.



Spearman's Rho (6,pp.202-213) was used to test all of the hypotheses in this study. Siegel (6,p.219) suggests that if the variables under study have been measured on at least an ordinal scale of measurement, an appropriate method of rank correlation will utilize more of the information in the data and is therefore preferable to using a contingency coefficient or other tests which assume only a nominal scale of measurement. He suggests that for the bivariate case, two rank correlation coefficients may be used -- Spearman's Rho and Kendall's  $r$ . While Kendall's  $r$  has the advantage of being generalizable to a partial correlation coefficient and having a sampling distribution which is almost indistinguishable from a normal distribution, both Spearman's Rho and Kendall's  $r$  have the same power efficiency of ninety-one per cent in testing for the existence of a relationship in a population. That is, with data which meet the assumptions for Pearson's  $r$ , both Spearman's Rho and Kendall's  $r$  are as powerful as is Pearson's  $r$  for rejecting the null hypothesis when they are based on ten observations for every nine observations used in computing Pearson's  $r$ .

Essentially, Spearman's Rho belongs to the product-moment family of correlation coefficients, and where there are no ties, the correlation is precisely the same as is Pearson's  $r$  (1). Since ties are easier to handle using



Spearman's Rho, it was selected for testing all the hypotheses in this study.

### III. SUMMARY

The data collected and used in this study were analysed using nonparametric statistical tests. The primary analysis of data involved using the Binomial Test to determine significant modal responses of teachers on the Expectations Questionnaire items. A weighting system was devised to take into account the intensity and directional dimensions of expectations, and this system was used in the computation of congruence indices for teacher-principal and for superintendent-principal relationships. Sensitivity scores were computed by finding the absolute differences between the teachers' and the superintendent's descriptions of the principal's leader behavior and the principal's estimates of these descriptions. Effectiveness indices were computed by assuming an interval scale and assigning numerical values to the letter responses of teachers and superintendents on the Effectiveness Rating Scale.

Nonparametric statistical tests were also selected for use in the final data analysis. The Chi-Square Test of Independence was selected to test the relationship between the principal's demographic characteristics and his



congruence, sensitivity, and effectiveness scores.

Spearman's Rho was selected to test the major hypotheses in this study.



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## CHAPTER VIII

### TESTS OF HYPOTHESES

In this chapter, the hypothesized relationships between congruence of normative expectations, sensitivity to the perceptions of others, and rated administrative effectiveness are examined in detail. The relationships tested are grouped under three headings:

1. Congruence and Rated Effectiveness
2. Sensitivity and Rated Effectiveness
3. Congruence and Sensitivity.

This was done to facilitate analysis and interpretation of results.

Spearman's Rho for rank order correlations (3, pp. 207-212) was used to test all hypotheses. In all cases the .05 level of significance was required for rejection of the null hypothesis. Since the direction of all relationships was specified a priori to be in a positive direction, a one-tailed t test was used with twenty-eight degrees of freedom and applied to test the significance of all correlation coefficients.

Table IX on the following page presents a matrix of the Spearman's Rho correlation coefficients which resulted from testing all possible interrelationships among the variables under study.



TABLE IX

CORRELATIONAL MATRIX OF RELATIONSHIPS BETWEEN CONGRUENCE,  
SENSITIVITY, AND RATED EFFECTIVENESS

	C/t	C/s	C/ts	S/t	S/s	S/ts	E/t	E/s	E/ts
C/t	----								
C/s	.089	----							
C/ts	.431**	.912**	----						
S/t	-.142	-.155	-.195	----					
S/s	.168	.289	.265	.112	----				
S/ts	.061	.236	.168	.371*	.804**	----			
E/t	.212	-.040	.074	.336*	.461**	.468**	----		
E/s	-.188	.134	.055	.020	.405*	.405*	.357*	----	
E/ts	.039	.039	.068	.196	.512**	.532**	.761**	.856**	----

C = congruence      t = teachers      \*=significant at .05 level  
 S = sensitivity      s = superintendents  
 E = effectiveness      ts = teachers and superintendent    \*\*=significant at .01 level



## I. CONGRUENCE AND RATED EFFECTIVENESS

### Test of Hypothesis I

It was hypothesized that the mean effectiveness rating which the principal received from the superintendent and the teaching staff would be significantly related to the degree to which his normative role expectations were congruent with the normative expectations which the superintendent and the teaching staff held for the principal's role.

Each principal's scores on congruence-with-superintendent, and scores on congruence-with-teachers were summed and averaged to arrive at a congruence index. A similar procedure was followed for the purpose of computing an effectiveness index for each principal. Principals were then ranked on both these variables and Spearman's Rho for rank order correlations was computed for the relationship between congruence and effectiveness. A one-tailed t test was applied to test the significance of the correlation coefficient.

A correlation coefficient of .068 indicated that no significant relationship existed between the degree to which principals held expectations congruent with those of the superintendent and the teaching staff and the effectiveness ratings which they received from these alter groups.



Test of Hypothesis I.1. It was hypothesized that the effectiveness rating which the principal received from the superintendent would be significantly related to the degree to which his normative role expectations were congruent with the normative expectations which the superintendent held for the principal's role.

Principals were ranked in terms of their congruence-with-superintendent scores and in terms of the effectiveness ratings which they received from the superintendent. Spearman's Rho was computed for this relationship, and a one-tailed t test was applied to test the significance of the correlation coefficient.

A correlation coefficient of .134 indicated that no significant relationship existed between the degree to which principals held expectations congruent with those of the superintendent and the effectiveness ratings which they received from the superintendent.

Test of Hypothesis I.2. It was hypothesized that the effectiveness rating which the principal received from the teaching staff would be significantly related to the degree to which his normative role expectations were congruent with the normative expectations which the teaching staff held for the principal's role.

Principals were ranked in terms of their congruence-with-teachers scores and in terms of the effectiveness



ratings which they received from the teaching staff. Spearman's Rho was computed for this relationship, and a one-tailed t test was applied to test the significance of the correlation coefficient.

A correlation coefficient of .212 indicated that no significant relationship existed between the degree to which principals held expectations congruent with those of the teaching staff and the effectiveness ratings which they received from this alter group.

#### Interpretation of Results of Tests of Hypothesis I

The fact that no significant relationship was found between congruence and rated effectiveness appears to contradict findings by Ferneau (2) who reported that congruence of expectations was significantly related to the rated effectiveness of the consultation, and with those by others (See: Chapter IV) who found significant relationships between congruence of expectations and both satisfaction and rated effectiveness.

Failure to reject the null hypothesis that congruence of expectations and rated effectiveness are independent may have resulted from the fact that indices of congruence were constructed from data taken from methodologically independent sources. It may be that when indices of congruence are constructed from data taken from the same source, as was done by Ferneau, that the rater is able to perceive that



his expectations are congruent with those of the incumbent. When this occurs, he is likely to rate the incumbent in terms of the fact that he perceives the incumbent to hold expectations which are congruent with his own rather than in terms of the incumbent's actual role behavior. When data used in computing indices of congruence are taken from independent sources, as was done in this study, what seems likely to occur is that the areas sampled in assessing normative expectations are not the same areas which serve as the bases used by alter groups in rating the incumbent's effectiveness.

This appears to have been the reason that this study failed to reject the null hypothesis that congruence of expectations and rated effectiveness are independent. It is debatable whether the questionnaire responses on the Expectations Questionnaire actually represented the individual's own normative expectations or whether they represented what the respondent felt that he should answer. In addition, the fact that in some school units a large number of questions on the Expectations Questionnaire had to be deleted because of lack of staff consensus on the direction of the expectation, coupled with the fact that the intensity dimension could not be used with the teachers' modal responses, may seriously limit the validity of findings based on the use of this questionnaire. This same



problem occurred in computing congruence indices for the principal-superintendent relationship. Superintendents and principals were inclined to be noncommittal in their responses to questionnaire items and either left out those items on which choice was difficult or inserted their own neutral response. Thus a considerable number of items had to be deleted in computing principal-superintendent congruence scores.

Furthermore, although the Effectiveness Rating Scale assessed effectiveness in the same areas as were considered in the Expectations Questionnaire, it is possible that it tapped a global or set response which had no relationship to the questions asked. It seems conceivable that ratings could have been influenced by a halo effect which induced both teachers and superintendents to rate principals as effective or ineffective regardless of their actual behavior in the specific areas considered in assessing expectations.

Finally, as has been previously indicated, the degree to which the findings of this study may be generalized is limited. At best, it may be concluded that no significant relationship was found to exist between congruence of expectations and rated effectiveness in the particular group of principals studied. Certainly this does not constitute proof that no such relationship exists



in a general population of administrators. Furthermore, a certain caution must be exercised in interpreting results where the null hypothesis is not rejected.

Ferguson states that:

We may fail to reject the null hypothesis, but this does not mean that the null hypothesis is true. Many alternative hypotheses may be formulated on the basis of the experimental evidence which cannot be rejected ... To rigorously demonstrate the truth of the null hypothesis is a logical impossibility. (1, p.133)

Thus, although this study failed to show that congruence of expectations and rated effectiveness are related, it does not prove that congruence and effectiveness are independent.

## II. SENSITIVITY AND RATED EFFECTIVENESS

### Test of Hypothesis II

It was hypothesized that the mean effectiveness rating which the principal received from the superintendent and the teaching staff would be significantly related to the degree to which the principal was sensitive to the perceptions of the superintendent and to those of the teaching staff.

The arithmetic mean of the principal's sensitivity-to-superintendent score and his sensitivity-to-teachers score was used as an index of the principal's sensitivity, and the arithmetic mean of his effectiveness scores was



used as an index of his rated effectiveness. Principals were then ranked according to these indices and Spearman's Rho for rank order correlations was computed for the relationship between sensitivity and effectiveness. A one-tailed t test was applied to test the significance of the correlation coefficient.

A correlation coefficient of .532 indicated that a highly significant relationship existed between the degree to which the principals were sensitive to the perceptions of the superintendent and to those of the teaching staff and the effectiveness ratings which they received from these alter groups.

Test of Hypothesis II.1. It was hypothesized that the effectiveness rating which the principal received from the superintendent would be significantly related to the degree to which the principal was sensitive to the perceptions of the superintendent.

Principals were ranked in terms of their sensitivity-to-superintendent scores and in terms of the effectiveness ratings which they received from the superintendent. Spearman's Rho was computed for this relationship, and a one-tailed t test was applied to test the significance of the correlation coefficient.

A correlation coefficient of .405 indicated that the principal's sensitivity to the perceptions of the



superintendent was significantly related to the effectiveness rating which he received from the superintendent.

Test of Hypothesis II.2. It was hypothesized that the effectiveness rating which the principal received from the teaching staff would be significantly related to the degree to which the principal was sensitive to the perceptions of the teaching staff.

Principals were ranked in terms of their sensitivity-to-teachers scores and in terms of the effectiveness ratings which they received from the teaching staff. Spearman's Rho was computed for this relationship, and a one-tailed t test was applied to test the significance of the correlation coefficient.

A correlation coefficient of .336 indicated that a significant relationship existed between the degree to which principals were sensitive to the perceptions of the teaching staff and the effectiveness rating which they received from the teaching staff.

#### Interpretation of Results of Tests of Hypothesis II

The fact that significant relationships were found between sensitivity and **rated** effectiveness appears to have some implications both for theory and for practice. From a theoretical point of view, this finding appears to support perception theory which suggests that administrative behavior



and reactions to it are based on the perception process. By showing that sensitivity to the perceptions of others is directly related to effectiveness ratings, the rejection of the null hypothesis supports the contention that accuracy of interpersonal perceptions is an important factor in rated effective administration.

Applied to practice, this finding suggests that if the principal is accurate in seeing himself as others see him -- if he is able to see his own behavior as it is perceived by those with whom he is interacting -- he will be better able either to correct his future behavior so that it is in keeping with the normative expectations or evaluative criteria by which others judge his behavior, or to modify the expectations of these alter groups.

This finding also has important implications for institutions concerned with training prospective administrators. Since the perception process and accuracy of perception appear to be important factors in rated effective administration, it seems reasonable to assume that if the administrator understands the perception process and its attendant limitations, he will likely be better able to perceive the reactions and motives of those with whom he interacts. By being able to assess expectations and reactions more adequately, the administrator is more likely to be rated as effective in the interpersonal



relations which form a large part of administration. Thus it is suggested that a study of the perception process should be included as a part of programs designed for preparing prospective administrators.

Since hypotheses II.1 and II.2 are subsumed under Hypothesis II, the same discussion applies. It is worthy of note, however, that the correlation between sensitivity and effectiveness for the principal-teacher relationship was lower than it was for the principal-superintendent relationship. This might be explained by the fact that estimating the perceptions of one superintendent is less difficult than is estimating the perceptions of a group of teachers. For this reason, a lower correlation for the principal-teacher relationship seems to be a reasonable finding.

### III. CONGRUENCE AND SENSITIVITY

#### Test of Hypothesis III

It was hypothesized that the degree to which the principal held normative expectations which were congruent with the normative expectations which the superintendent and the teaching staff held for his role would be significantly related to the degree to which the principal was sensitive to the perceptions of the superintendent and to those of the teaching staff.



The arithmetic mean of the principal's congruence-with-superintendent and congruence-with-teachers scores was used as the principal's congruence index, and the mean of his sensitivity-to-superintendent and sensitivity-to-teachers scores was used as his index of sensitivity. Principals were ranked in terms of these two variables, and Spearman's Rho for rank order correlations was computed for this relationship. A one-tailed t test was applied to test the significance of the correlation coefficient.

A correlation coefficient of .168 indicated that no significant relationship existed between these two variables.

Test of Hypothesis III.1. It was hypothesized that the degree to which the principal held normative expectations which were congruent with those which the superintendent held for the principal's role would be significantly related to the degree to which the principal was sensitive to the perceptions of the superintendent.

Principals were ranked in terms of their congruence-with-superintendent scores and in terms of their sensitivity-to-superintendent scores. Spearman's Rho was computed for this relationship, and a one-tailed t test was applied to test the significance of the correlation coefficient.

A correlation coefficient of .289, significant at only the .10 level, indicated that no significant relation-



ship existed between these two variables.

Test of Hypothesis III.2. It was hypothesized that the degree to which the principal held normative expectations which were congruent with those which the teaching staff held for the principal's role would be significantly related to the degree to which the principal was sensitive to the perceptions of the teaching staff.

Principals were ranked in terms of their congruence-with-teachers scores and in terms of their sensitivity-to-teachers scores. Spearman's Rho was computed for this relationship, and a one-tailed t test was applied to test the significance of the correlation coefficient.

A negative, albeit not significant, correlation of  $-.142$  was found between congruence and sensitivity in the principal-teacher relationship.

### Interpretation of Results of Tests of Hypothesis III

The fact that no significant correlation was found between congruence of normative expectations and sensitivity to the perceptions of others suggests that normative expectations serve as only a part of the screen through which perceptions are filtered. If this is so, then other factors may so influence the perception process that two individuals with the same normative expectations



may have differing perceptions of the same event or situation. However, the fact that the Expectations Questionnaire may not have provided a valid assessment of the normative expectations held by alter groups for the principal's role may have been the reason that the null hypothesis was not rejected in these tests of hypotheses.

#### IV. SUMMARY

This chapter has included statements of operational hypotheses, a discussion of the results of tests of hypotheses, and a discussion of some possible implications for theory and for practice. At the risk of being redundant, it must again be emphasized that the degree to which the generalizations which were made are applicable to situations other than ones similar to those which obtained in the sample studied may be seriously limited.

In general, it was found that no significant relationship existed between congruence of normative role expectations and rated administrative effectiveness; and between congruence of normative role expectations and sensitivity to the perceptions of others. A significant relationship was found between sensitivity to the perceptions of others and rated administrative effectiveness.

This led to the generalization that the administrator's ability to see his own behavior as it is seen by



those with whom he interacts may be an important determinant of the rated effectiveness of the interaction.



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## CHAPTER IX

### THE RELATIONSHIP OF DEMOGRAPHIC VARIABLES TO CONGRUENCE, SENSITIVITY, AND RATED EFFECTIVENESS

This chapter will discuss the relationship of selected demographic variables: age, years of teaching experience, years of training, place of training, recency of training, degree status, specialization in educational administration, years as principal in the same school, total experience as a school principal, and school size to the principal's congruence, sensitivity, and rated effectiveness scores. The basic purpose of this analysis was to discover whether or not certain demographic characteristics of principals were associated with rated administrative effectiveness.

Principals were divided into either two or three groups according to their demographic characteristics. Arbitrary division points were selected so that, wherever possible, no cell in the contingency table would contain a frequency of fewer than five principals. The congruence, sensitivity, and rated effectiveness scores of principals were divided at the mean, and the principals in each demographic category were assigned their corresponding congruence, sensitivity, and rated effectiveness scores



as "at or above the mean" and "below the mean." This provided a frequency count of principals in each demographic category who scored above or below the mean in congruence, sensitivity, or rated effectiveness. These frequencies were then cast into appropriate contingency tables, and the Chi-Square Test of Independence (1, pp.165-169) was applied to determine whether the selected demographic characteristics of principals in the sample studied were independent of the major variables under study.

Generally speaking, it was found that the demographic characteristics of principals were independent of the principal's congruence, sensitivity, and rated effectiveness scores. However, certain trends and some significant findings are worthy of mention. A certain caution must be observed in interpreting these results, for the fact that the random sample assumption proved untenable seriously limits the degree to which these findings may be generalized.

The Chi-Square Test of Independence was used to test whether or not the above-mentioned variables were independent of one another. It did not show how the variables were related. In the discussion that follows, all inferences about relationships were made after consulting the contingency tables for each relationship. All tables used in making such inferences are presented in the discussion of findings. Table X on the following page presents a summary of the results of the Chi-Square tests.



TABLE X

CHI-SQUARE MATRIX OF TESTS OF INDEPENDENCE BETWEEN DEMOGRAPHIC VARIABLES  
AND CONGRUENCE, SENSITIVITY, AND RATED EFFECTIVENESS

	C/t	C/s	C/ts	S/t	S/s	S/ts	E/t	E/s	E/ts
AGE	1.23	6.23**	2.51	.09	.47	1.68	.63	.57	.07
TEACHING EXPERI- ENCE	3.93	2.81	1.31	4.59	8.65**	9.80**	1.11	2.87	1.22
YEARS OF TRAINING	.30	.07	.60	1.22	3.15	.80	.13	1.29	.47
TRAINING INSTITUTION	.97	.69	1.33	1.16	.16	.46	.01	.06	.16
REGENCY OF TRAINING	.01	.01	.08	.08	.08	.08	.01	.01	.08
DEGREE STATUS	.07	.40	2.73	1.58	5.99*	1.61	1.18	1.83	1.14
ADMINISTRATION	.14	.06	.26	.26	1.80	.01	.14	.06	.01
YEARS AS PRINCIPAL	4.43**	.07	.04	.04	.48	.48	1.83	.22	.62
TOTAL YEARS AS PRINCIPAL	1.72	1.68	1.02	.85	3.35	2.07	.11	.28	.05
SCHOOL SIZE	2.60	5.25*	7.09**	.38	2.75	.74	6.80**	6.35**	12.98**

C = congruence  
S = sensitivity  
E = effectiveness

\* = Significant at .10 level  
\*\* = Significant at .05 level  
\*\*\* = Significant at .01 level

t = teachers  
s = superintendent  
ts = teachers and  
superintendent



## I. DISCUSSION OF FINDINGS

Age

Principals were divided into three age categories, and principals in each category were assigned their corresponding congruence, sensitivity, and rated effectiveness scores as "at or above the mean" and "below the mean." The results showed age to be independent of both sensitivity and rated effectiveness. Thus since observed frequencies closely corresponded with expected frequencies, it was assumed that age is independent of both sensitivity and rated effectiveness. However, a significant relationship was found between age and the principal's congruence with the superintendent.

TABLE XI  
AGE - CONGRUENCE

Age Categories	Congruence with Superintendent		Congruence with Teachers	
	Above $\bar{X}$	Below $\bar{X}$	Above $\bar{X}$	Below $\bar{X}$
30 and under	3	8	8	3
31 to 40	7	2	5	4
41 and over	7	3	5	5
Chi-Square	6.23**		1.23	

\*\* = significant at .05 level



It appeared from inspection of the above contingency table that principals in the thirty-one to forty age category tended to score above the mean in congruence with superintendents, but only a trend toward such a relationship was found to exist between age and congruence with teachers.

### Years of Teaching Experience

Principals were divided into three categories according to experience. Both congruence and rated effectiveness were found to be independent of teaching experience, but there was some indication that younger principals tended to be more congruent with teachers than did older principals.

TABLE XII

### YEARS OF TEACHING EXPERIENCE - CONGRUENCE - SENSITIVITY

Experience Categories	Congruence with Teachers		Sensitivity to Superintendent and Teachers	
	Above $\bar{X}$	Below $\bar{X}$	Above $\bar{X}$	Below $\bar{X}$
10 yrs. and under	11	3	6	8
11 to 20 yrs.	3	3	6	0
21 yrs. and over	4	6	2	8
Chi-Square	3.93		9.80***	

\*\*\* = significant at .01 level



Significant relationships were found between experience and sensitivity. Here those principals having eleven to twenty years of teaching experience appeared to be more sensitive to the perceptions of teachers and superintendent than did principals in either of the two other categories. It may well be that during the first ten years the individual is learning how his behavior is being perceived by others and that after he has had twenty or more years of teaching experience, he becomes secure in his position and is no longer so much concerned with how others perceive his behavior.

#### Years of Training

Principals were divided into three groups according to the number of years of training which they reported. Examination of the following contingency table indicated that amount of training is directly but not significantly

TABLE XIII

#### YEARS OF TRAINING - SENSITIVITY

Years of Training Categories	Sensitivity to Superintendent and Teachers	
	Above $\bar{X}$	Below $\bar{X}$
3 years and under	4	7
4 years	5	5
5 years and over	5	4
Chi-Square	.80	



related to sensitivity. No such trend was found between years of training and either of the two other variables. This finding was further supported by the fact that degree status was also found to be independent of these variables.

#### Training Institution

Principals were divided into two groups as follows:

1. Those trained in Alberta (  $f = 26$  )
2. Those trained elsewhere (  $f = 4$  )

Place of training was found to be independent of congruence, sensitivity, and rated effectiveness. It appears that different institutions produce the same calibre of administrator. It must be noted, however, that only four of the principals under study were trained in institutions other than those in Alberta. For this reason these findings should perhaps be considered inconclusive.

#### Recency of Training

Principals were divided into two categories as follows:

1. Last attended university prior to 1960  
(  $f = 6$  )
2. Last attended university in 1960 or later  
(  $f = 24$  )

Recency of training was found to be independent of congruence, sensitivity, and rated effectiveness. Observed and expected



frequencies were almost identical.

### Degree Status

Principals were divided into three categories for this variable. Although relationships were significant at only the .10 level, there was indication that principals with degrees were more sensitive to the superintendent's perceptions than were principals who held no degree.

TABLE XIV  
DEGREE STATUS - SENSITIVITY

Degree Status Categories	Sensitivity to Superintendent	
	Above $\bar{X}$	Below $\bar{X}$
No degree	3	9
Bachelor's	8	7
Master's	3	0
Chi-Square	5.99*	

\* = significant at .10 level

However degree status was found to be independent of both congruence and rated effectiveness. This finding is somewhat disconcerting in view of the fact that recent emphasis has been on increased formal education as a means for improving rated administrative effectiveness. It may well be that rated effectiveness is a function of factors other than learnings acquired in present degree



programs. Although findings here cannot be generalized to a population of administrators, they do seem to point the direction for possible future research on the relationship between degree status and rated administrative effectiveness.

#### Specialization in Educational Administration

Principals were divided into two groups according to whether or not they had had specialized training in educational administration:

1. No training in administration (  $f = 27$  )
2. Some specialized training (  $f = 3$  )

Training in educational administration was found to be independent of congruence, sensitivity, and rated effectiveness. However, the low frequency of principals having specialized training in educational administration in the sample studied prevents generalization about this relationship. At best the findings here must be considered inconclusive.

#### Years as Principal in this School

Principals were divided into two groups according to the number of years for which they had held the position of principal in the school unit under study. The number of years the principal had held the position of principal was found to be independent of sensitivity



and rated effectiveness. However, a significant relationship was found between this demographic variable and the principal's congruence with teachers.

TABLE XV  
YEARS AS PRINCIPAL HERE - CONGRUENCE

Years as Principal Categories	Congruence with Teachers	
	Above $\bar{X}$	Below $\bar{X}$
2 years and under	13	5
Over 2 years	4	8
Chi-Square	4.43**	

\*\* = significant at .05 level

There was some indication that principals who had held their position for under two years were more congruent with teachers than were principals who had held their position for more than two years. While this at first appears to contradict established theory which suggests that, with other things being equal, the number of years of association increases congruence of expectations between individuals and groups (3), caution needs to be observed in interpreting this finding. Generally, there was indication of high mobility among teachers with over seventy per cent of the total sample studied consisting of teachers having under two years of tenure in the school



unit. Thus the period of association possible for seventy per cent of the sample was only two years. For this reason it can be assumed that these findings do not indicate that either congruence, sensitivity, or rated effectiveness do not increase as time of association between individuals increases. At best, these findings must be considered inconclusive.

#### Total Experience as Principal

Principals were divided into three groups according to their total number of years of experience as principals. Total years of administrative experience was found to be independent of congruence, sensitivity, and rated effectiveness. There was, however, a trend which showed that more experienced principals were more sensitive to the superintendent's perceptions than were the less experienced principals.

TABLE XVI

#### TOTAL EXPERIENCE AS PRINCIPAL - SENSITIVITY

Experience Categories	Sensitivity to Superintendent	
	Above $\bar{X}$	Below $\bar{X}$
2 years and under	2	7
3 to 10 years	8	5
11 years and over	4	4
Chi-Square	3.35	



Since administrative experience and teaching experience are closely related in that both constitute experience in interpersonal relationships, the fact that a significant relationship was found between years of teaching experience and sensitivity seems to support the idea that administrative experience is also directly related to sensitivity.

### School Size

Principals were divided into school size categories according to the number of teachers employed in the schools. Significant relationships were found between school size and rated effectiveness. It appears either that principals who are rated as effective have been placed in larger schools, or that principals in larger schools tend to be perceived as functioning more effectively. Significant relationships were also found between school size and congruence. This seems to imply a relationship between congruence and rated effectiveness. However, the fact that in tests of hypotheses no significant relationship was found between congruence and rated effectiveness seems to indicate that ratings of administrative effectiveness do not vary directly with congruence of normative role expectations. For this reason, it must be concluded that the fact that both congruence and rated effectiveness



are related to school size does not necessarily mean that they are related to each other.

TABLE XVII  
SCHOOL SIZE - CONGRUENCE - RATED EFFECTIVENESS

School Size Categories	Congruence with Teachers and Supt.		Sensitivity to Teachers and Supt.	
	Above $\bar{X}$	Below $\bar{X}$	Above $\bar{X}$	Below $\bar{X}$
Fewer than 9 Teachers	1	5	0	6
9 Teachers	5	2	7	0
More than 9 Teachers	13	4	9	8
Chi-Square	7.09**		12.98***	

\*\* = significant at .05 level  
\*\*\* = significant at .01 level

## II. SUMMARY

Although several factors limit the degree to which the findings of this study may be generalized, the fact that only ten significant relationships were found in using ninety Chi-Square tests of independence seems to indicate that congruence, sensitivity, and rated administrative effectiveness are independent of the demographic variables considered in this study. It appears that ratings of administrative effectiveness are functions of factors



other than the personal characteristics or attributes of the nature considered in this study. Notwithstanding the fact that several leadership studies (2), (4), (5) purport to have found prototypes which could be used to identify effective administrators, it must be concluded in this study that personal characteristics are independent of ratings of administrative effectiveness.



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## CHAPTER X

### ADDITIONAL FINDINGS AND IMPLICATIONS FOR FURTHER RESEARCH

This chapter will discuss some additional findings which resulted from testing all possible combinations of the three major variables in this study. Table IX, page 98 summarizes in a correlational matrix the Spearman's Rho correlation coefficients for each relationship.

#### I. MULTIPLE CORRELATION APPROACH FOR PREDICTING RATINGS OF ADMINISTRATIVE EFFECTIVENESS

Generally speaking, few significant correlations, other than those already reported and discussed in Chapter VIII were found. However, by considering rated effectiveness as a criterion variable, there was some indication that a multiple correlation approach might prove useful in predicting ratings of administrative effectiveness from the principal's sensitivity scores. To use a multiple correlation approach for prediction, investigators usually attempt to identify independent variables which show a high correlation with the criterion and a low correlation with each other (3). Inspection of the correlational matrix revealed that the principal's sensitivity to the perceptions of the teaching staff correlated significantly



with the effectiveness rating which the principal received from the teaching staff. Similarly, the principal's sensitivity to the perceptions of the superintendent correlated highly with the effectiveness rating which the principal received from the teaching staff. However, the two sensitivity scores did not correlate significantly with each other. Figure 3 is a diagrammatic representation of these correlations.

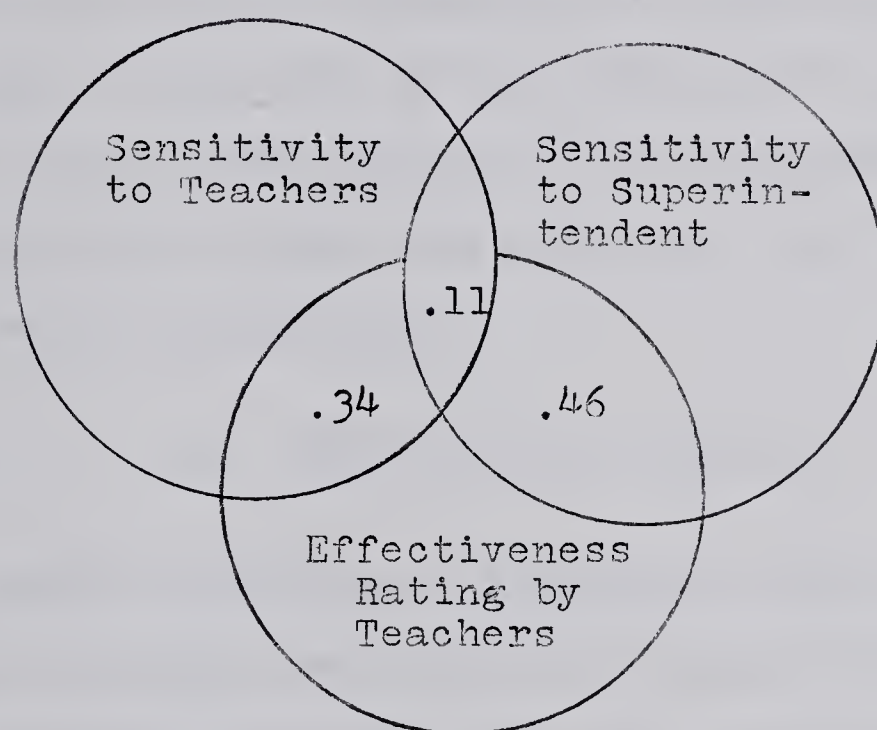


FIGURE 3

#### A MULTIPLE CORRELATION APPROACH

It appears that the principal's sensitivity to the perceptions of the teaching staff and his sensitivity to the perceptions of the superintendent both account for different aspects of the effectiveness ratings which the



principal receives from the teaching staff. Although this study was not concerned with predicting ratings of administrative effectiveness, this finding may have some value for future research and for people concerned with the selection of administrators. If behavior is indeed a function of the perceptions which an individual holds (5), and if the individual's accuracy in perception permits him to function in a manner which is considered to be effective by those with whom he interacts, it seems logical to assume that a knowledge of the individual's ability to perceive his own behavior as it is perceived by others could be a useful means for predicting his future rated success as an administrator.

## II. EFFECTIVENESS RATINGS

Another significant finding was that the effectiveness ratings which the principal received from the teaching staff correlated significantly with the effectiveness rating which the principal received from the superintendent. This appears to be inconsistent with findings by Halpin (4) who reported that superiors and subordinates failed to agree in their descriptions of the superintendent's leader behavior, and it also appears to be inconsistent with findings by Coladarci (2) who reported that teachers and superiors differed significantly in their perceptions of



what constitutes effectiveness in the principal's role. A significant correlation between teachers' and superintendent's ratings of the principal's effectiveness seems to indicate that teachers and superintendents have similar perceptions of what they believe constitutes successful administrative behavior. Although there is inherent danger in generalization here, it seems that the administrator who is rated as effective is the one who is able to meet the expectations of various alter groups and of individuals within these groups. In effect, this finding supports the contention that the successful administrator is able to perceive the expectations which others hold for his role and to predict accurately how his behavior is being perceived and accepted by those with whom he interacts (1). The fact that both teachers and superintendents agreed on their perceptions of effective administration thus suggests that to be rated as effective the principal needs to be able:

1. To assess the normative expectations of each alter group,
2. To assess each situation, and
3. To behave in a manner which will satisfy each group.



### III. SUMMARY

The findings discussed in this chapter indicate that a multiple correlation approach might be used to predict ratings of success in administration from the prospective administrator's scores on tests of perceptual sensitivity. In addition, it was found that teachers and superintendents agreed in their perceptions of what they considered to be effective administrators. This seems to imply that if the administrator is to be rated as effective, he needs to be able to satisfy, at least partially, the expectations of each of the alter groups with whom he interacts.



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## CHAPTER XI

### SUMMARY AND CONCLUSIONS

This study was designed for the purpose of testing the relationship between congruence of normative role expectations, sensitivity to the perceptions of alter groups, and rated administrative effectiveness. The principalship in elementary-junior high schools in rural Alberta was used as a focal position and teachers and superintendent in each school unit were used as counter positions.

#### I. SUMMARY

Data collected through questionnaires answered by respondents in selected school units were used:

1. To assess the normative expectations held by teachers, principals, and superintendents for the principal's role;
2. To obtain a description of the principal's leader behavior from his teaching staff and from his superintendent, and to obtain estimates of these descriptions from the principal; and
3. To obtain an effectiveness rating for each principal from the teaching staff and from the superintendent.



An index of congruence was computed for each principal by finding the degree to which his normative role expectations were congruent with the expectations which the teaching staff and the superintendent held for the principal's role. In addition, an index of sensitivity was computed for each principal by finding the absolute difference between the principal's estimate of how the teaching staff and the superintendent described his leader behavior and the teachers' and superintendent's actual descriptions of his leader behavior. The effectiveness ratings given to the principal by the teaching staff and the superintendent provided an index of rated effectiveness for each principal.

A correlational approach was used to determine whether or not significant relationships existed between these indices of congruence, sensitivity, and rated effectiveness. The results indicated that only one of the three major hypotheses was supported. No significant relationship was found between congruence and rated effectiveness or between congruence and sensitivity. However, a significant relationship was found between sensitivity and rated effectiveness.

In addition, the study explored the possibility that certain demographic characteristics of principals might be associated with congruence, sensitivity, and



rated effectiveness. Principals were grouped in categories according to their demographic characteristics and a contingency coefficient was computed for ninety combinations to determine whether these factors were independent of the principal's congruence, sensitivity, or rated effectiveness scores. It was concluded that congruence, sensitivity, and rated effectiveness were functions of variables other than the principal's demographic characteristics.

## II. CONCLUSIONS AND IMPLICATIONS

This part of the chapter briefly outlines some of the major conclusions drawn from this study (and treated in greater detail in other chapters) and briefly discusses some possible implications. Again it must be emphasized that this study has limited implications for administrative practice. At best, it offers what might be considered as directions for further research and suggestions for administrative practice.

### Conclusion 1

Congruence of normative role expectations held by principals with the normative expectations which teachers and superintendent held for the principal's role was not significantly related to rated administrative effectiveness.



### Conclusion 2

Congruence of normative role expectations held by principals with the normative expectations which teachers and superintendent held for the principal's role was not significantly related to the principal's sensitivity to the perceptions of the teaching staff and the superintendent. This suggests that perception may be a function of variables other than or in addition to the expectations of the perceiver. If this is indeed so, then the fact that no significant relationship was found suggests that perhaps situational factors and such variables as values, needs, attitudes, and beliefs need to be considered as factors influencing the principal's ability to make accurate estimates of the perceptions which alter groups have of his leader behavior.

### Conclusion 3

The principal's sensitivity to the perceptions of the teaching staff and the superintendent was found to be significantly related to the effectiveness ratings which he received from the teaching staff and the superintendent. This finding suggests that rated effectiveness is, in part at least, a function of the perceptions of both principal and alter groups. The principal who is rated as effective appears to be one who is able to perceive his own behavior in the same manner as it is perceived



by the alter groups with whom he interacts. This further suggests that even though the principal may be appreciably influenced by his normative expectations, it is reasonable to assume that one determinant of his rated success is his perception of his own behavior as it is perceived by those with whom he interacts in his professional activities. His ability to perceive the normative expectations of alter groups and his sensitivity to their perceptions of his behavior appear to be major means by which the principal is able to keep his behavior consistent with the evaluative criteria by which his behavior is judged.

#### Implications for Research

The findings of this study suggest that perception is an important variable in administration. Future research focused on the phenomenon of perception and its relation to administrative behavior might prove useful in determining means by which administrators may be perceived as more effective in the interpersonal relationships and judgments which form a large part of leadership in administration.

If the assumption that behavior is determined by perceptions is tenable, then research is needed not only to determine what specific variables are operative in perception, but also to determine what relationship exists between how administrators perceive, the perceptual



styles they employ, and their role behavior.

In addition, the findings of this study suggest that an organismic approach might best be used to study perception. The fact that no significant relationship was found between congruence of expectations and sensitivity to perceptions supports the contention that the perceptions which an individual has are not functions of a single variable, but that they are functions of the total organism. Thus perception needs to be studied as a function of such variables as values, needs, attitudes, expectations, and beliefs -- all of which must be considered in their totality rather than as separate entities.

#### Implications for Administration

The findings of this study suggest that several factors influence ratings of administrative effectiveness. All of these factors appear to be either directly or indirectly related to perception. Therefore, it seems necessary that the administrator understand the perception process and its attendant distorting limitations. This understanding should enable the administrator to make judgments which are less arbitrary and categorical and to function more effectively in the interpersonal actions which form a large part of the administrator's tasks and duties.



Furthermore, knowledge of the perception process should enable the administrator to be more accurate in his ability to see his own behavior as it is seen by others and thus gain accurate feedback which will enable him either to correct his behavior so that it becomes more consistent with the evaluative criteria by which his behavior is judged, or to modify the expectations which serve as evaluative criteria so that they become more consistent with his behavior.

In effect, the major implication which might be drawn from this study is that accuracy of interpersonal perception is an important dimension of administration which is rated as effective, for both administrative behavior and reactions to administrative behavior appear to be based upon the perceptions of those involved. Therefore, since perception appears to be an important factor in interpersonal behavior, it is necessary for the administrator to be accurate in assessing the expectations of others and accurate in his perceptions of his own behavior so that his perception of his phenomenal self might be as congruent as possible with the perceptions of others.



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APPENDIX A

INITIAL LETTER TO SUPERINTENDENTS



12938 - 122 B Avenue  
Edmonton, Alberta  
February 10, 1966

Superintendent of Schools

Dear Sir:

As a part of my program of studies in the Department of Educational Administration, University of Alberta, Edmonton, I am conducting a study to determine the relationship between congruence of expectations, sensitivity to perceptions of others, and administrative effectiveness. The study, which is focused on the principals of grade one to nine schools in the province of Alberta, will require the cooperation of the area superintendent, and the cooperation of the principals and teachers in the schools selected.

Superintendents who participate will be asked to complete three brief questionnaires. A pilot study, recently completed, has indicated that completing these questionnaires requires a total time of from 30 to 60 minutes.

All data collected will be used for research purposes only and will be kept strictly confidential. Respondents will be asked to complete questionnaires which will be distributed by the principal and return them to me using stamped, self-addressed envelopes which will be enclosed with the questionnaires.

The schools listed on page two of this letter have been selected for study. If you are willing to participate, please sign page two of this letter and return it to me as soon as possible.

Thank you for your cooperation.

Yours truly,

R. A. Fosetti



-2-

PLEASE CORRECT ANY ERRORS WHICH APPEAR IN THE NAMES OR ADDRESSES LISTED BELOW AND RETURN THIS PAGE AS SOON AS POSSIBLE.

Superintendent:

Schools selected for study:

Name of School	Principal	Address
----------------	-----------	---------

---

.....  
Signature



APPENDIX B

COVERING LETTER TO PRINCIPALS



12938 - 122 B Avenue  
Edmonton, Alberta  
March 11, 1966

Dear Sir:

As a part of my program of studies in the Department of Educational Administration, University of Alberta, Edmonton, I am conducting a study to determine the relationship between congruence of expectations, sensitivity to perceptions of others, and administrative effectiveness. The study, which is focused on the principals of grade one to nine schools in the province of Alberta, will require the cooperation of the area superintendent, and the cooperation of the principal and teachers in the schools selected.

All data collected will be used for research purposes only and will be kept strictly confidential. My record of the names of all respondents will be destroyed as soon as the completed questionnaires are returned.

Your superintendent, Mr. .... has agreed to participate in this study, and your school is one of the schools selected for study. Please distribute one set of questionnaires and one return envelope to each of the teachers on your staff and ask her to complete the questionnaires as directed and return them to me as soon as possible. Since the results of this study depend upon a very high percentage of returned questionnaires, I would much appreciate it if you encouraged your teachers to participate.

In a separate envelope, you will find a copy of the "Principal's Questionnaires." Please complete these questionnaires as directed and return them to me as soon as possible.

I wish to thank you in advance for giving so freely of your time in participating in this research project.

Yours truly,

R. A. Bosetti



APPENDIX C

COVERING LETTER TO SUPERINTENDENTS



12938 - 122 B Avenue  
Edmonton, Alberta  
March 11, 1966

Dear Sir:

Thank you for your reply to my letter of February 10 asking you to participate in a study of the relationship between congruence of expectations, sensitivity to perceptions of others, and administrative effectiveness.

Enclosed please find the following items:

1. Superintendent's Questionnaire
2. Leader Behavior Description Questionnaire(s)
3. Return envelope

Please complete the questionnaires indicated on the front page of the "Superintendent's Questionnaire." Please note: For each principal under study, you are to complete one "Effectiveness Rating Scale", and one "Leader Behavior Description Questionnaire." (The name of each participating principal is printed on each of these scales and questionnaires.)

I wish to thank you in advance for giving so freely of your time in participating in this research project.

Yours truly,

R. A. Bosetti



APPENDIX D

FOLLOW-UP LETTER TO RESPONDENTS



12938 - 122 B Avenue  
Edmonton, Alberta  
March 21, 1966

Dear Sir:

Some ten days have passed since I mailed a set of questionnaires to your school. One set of these questionnaires was to be completed by each teacher on your staff, and you were to complete the "Principal's Questionnaires."

The response to these questionnaires, to date, has been excellent. However, some schools have a rather low percentage of returned questionnaires and this makes the calculation of statistical tests impossible. Since the results of this study are entirely dependent upon a high percentage of returned questionnaires, I would much appreciate it if you reminded your staff to complete their questionnaires and return them to me as soon as possible.

If you have not received a set of questionnaires for your school, or if you are having any difficulties with your part of this study, please phone me "Collect" at Edmonton, 455-2444.

I wish to thank you and your staff for your excellent cooperation.

Yours truly,

R. A. Bosetti



APPENDIX E

PRINCIPAL'S QUESTIONNAIRE



## PRINCIPAL'S QUESTIONNAIRE

## PART I

- A. Background Information
- B. Expectations Questionnaire

## PART II

## Leader Behavior Description Questionnaire

1. Estimate of teachers' descriptions of your leader behavior
2. Estimate of superintendent's description of your leader behavior

Please complete all questions in all parts of this questionnaire without consulting anyone. There are no right or wrong answers. It is important that your answers represent your own considered opinions.

Thank you for your cooperation.

ALL INFORMATION IS STRICTLY CONFIDENTIAL AND WILL BE USED FOR EDUCATIONAL RESEARCH PURPOSES ONLY.



- SCHOOL DATA
1. Grades taught in this school .....
  2. Number of teachers in this school .....
  3. Number of pupils in this school .....

A. BACKGROUND INFORMATION

1. Sex: Male, Female
2. Marital status: Single, Married, Widowed, Divorced
3. Age: under 20, 21-30, 31-40, 41-50, 50+
4. Religious denomination: .....
5. Years of teaching experience: less than 2, 3-5, 6-10, 11-15, 16-20,  
21-25, 25+
6. Number of complete years of college or university training:  
1, 2, 3, 4, 5, 6, 7
7. Special certification or training: .....
8. Name of training institution last attended .....  
Year during which you last attended .....
9. Degree(s) held .....  
Major field of study for each degree .....  
.....
10. Grade(s) which you teach this year:  
1, 2, 3, 4, 5, 6, 7, 8, 9
11. Subject specialty (if applicable) .....
12. Number of years you have taught in this school .....  
(Excluding time during which you have been principal)
13. Number of years you have been principal in this school .....
14. Total number of years during which you have been a school  
principal .....



## B. EXPECTATIONS QUESTIONNAIRE

1. READ each statement carefully.
2. DECIDE whether you think you definitely should, preferably should, preferably should not, or definitely should not do as the statement indicates.
3. CIRCLE the abbreviation which best indicates what you believe that you should do.

### ABBREVIATIONS

DS ..... definitely should  
PS ..... preferably should  
PSN ..... preferably should not  
DSN ..... definitely should not



ATTRIBUTES

1.	The principal should be a good public speaker.	DS	PS	PSN	DSN
2.	Assuming equal capabilities, the principal should be of the male sex.	DS	PS	PSN	DSN
3.	The principal should be a person to whom the teacher could go with his personal problems.	DS	PS	PSN	DSN
4.	The principal should have a good knowledge of current educational developments.	DS	PS	PSN	DSN
5.	The principal should be married and have children of his own.	DS	PS	PSN	DSN
6.	The principal should be a good teacher.	DS	PS	PSN	DSN
7.	The principal should be scholarly and have a good liberal arts background. ( <u>Liberal arts</u> refers to areas outside of education. e.g. history, literature.)	DS	PS	PSN	DSN
8.	The principal should have had some experience in teaching in the primary grades.	DS	PS	PSN	DSN
9.	The principal should hold at least a B. Ed. degree.	DS	PS	PSN	DSN
10.	The principal should wear a suit or a sport coat and tie while on duty.	DS	PS	PSN	DSN

SCHOOL MANAGEMENT

11.	The principal should devote at least half of his time to improvement of the instructional program.	DS	PS	PSN	DSN
12.	The principal should be a firm disciplinarian. ( <u>Firm disciplinarian</u> means that a feeling exists among students and teachers that when a student is sent to the office for some misconduct that "something will happen". The principal will dispense some form of punishment.)	DS	PS	PSN	DSN
13.	The principal should do some classroom teaching each year.	DS	PS	PSN	DSN
14.	The principal should visit each classroom several times each year. ( <u>Visit</u> means stay for a period of time.)	DS	PS	PSN	DSN
15.	The principal should visit classrooms, for purposes of observation, by appointment only.	DS	PS	PSN	DSN



16.	The principal should be one of the first staff members in the building each morning.	DS	PS	PSN	DSN
17.	The principal should take a regular turn on the supervisory duty schedules.	DS	PS	PSN	DSN
18.	The principal should have the teachers evaluate him periodically as a means for determining his effectiveness.	DS	PS	PSN	DSN
19.	The principal should review and, if he deems it necessary, revise report cards before they are sent home.	DS	PS	PSN	DSN
20.	The principal should be one of the main sources of counseling help for the teachers in efforts to solve individual student problems.	DS	PS	PSN	DSN
21.	The principal should administer the achievement and mental tests for his building.	DS	PS	PSN	DSN
22.	The principal should see that an agenda is distributed at least a few hours before each faculty meeting.	DS	PS	PSN	DSN
23.	If corporal punishment is to be used in student discipline, the principal should be the only person in the building to administer it.	DS	PS	PSN	DSN
24.	The principal should help the janitor to plan his work and supervise the results.	DS	PS	PSN	DSN
25.	The principal should involve his staff in formulating school policy.	DS	PS	PSN	DSN
26.	The principal should initiate in-service education programs.	DS	PS	PSN	DSN
27.	The principal should participate in the selection of teaching staff.	DS	PS	PSN	DSN
28.	The principal should formally evaluate teachers as a means for determining their effectiveness.	DS	PS	PSN	DSN
29.	The principal should recommend the dismissal of teachers whom he believes to be incompetent.	DS	PS	PSN	DSN
30.	The principal should expect teachers who do not hold an approved degree to improve their qualifications by attending summer school.	DS	PS	PSN	DSN

#### STAFF RELATIONSHIPS

31.	The principal should allow staff members to use their own discretion in the use of school supplies.	DS	PS	PSN	DSN
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32.	In general, the principal should support the teachers when there is a difference of opinion between teachers and board members on matters of curriculum.	DS	PS	PSN	DSN
33.	The principal should encourage teachers to experiment with new methods of teaching.	DS	PS	PSN	DSN
34.	The principal should require teachers to compile daily lesson plans.	DS	PS	PSN	DSN
35.	The principal should require teachers to attend local Home and School Association meetings.	DS	PS	PSN	DSN
36.	The principal should involve teachers in working out duty schedules.	DS	PS	PSN	DSN
37.	The principal should ask teachers to make appointments to see him rather than come to his office whenever they wish.	DS	PS	PSN	DSN
38.	The principal should expect teachers to attend Saturday professional development meetings.	DS	PS	PSN	DSN
39.	The principal should support the position of the teachers when there is a difference of opinion between teachers and superintendent on matters of curriculum.	DS	PS	PSN	DSN
40.	The principal should take into account out-of-school personal responsibilities of teachers when assigning teaching duties.	DS	PS	PSN	DSN
41.	The principal should keep a certain professional distance between himself and the teachers in his school.	DS	PS	PSN	DSN

#### COMMUNITY AND PROFESSIONAL

42.	The principal should include local citizens on school program planning committees.	DS	PS	PSN	DSN
43.	The principal should actively take part in local politics.	DS	PS	PSN	DSN
44.	The principal should encourage teachers to join specialist councils.	DS	PS	PSN	DSN
45.	The principal should keep the public informed about the school's activities.	DS	PS	PSN	DSN
46.	The principal should participate in current educational research.	DS	PS	PSN	DSN
47.	The principal should inform teachers about policy changes which are being considered.	DS	PS	PSN	DSN



48.	The principal should act on salary negotiating committees.	DS	PS	PSN	DSN
49.	The principal should belong to a civic organization such as the Lions, Rotary, etc.	DS	PS	PSN	DSN
50.	The principal should encourage parent visitations to the school.	DS	PS	PSN	DSN
51.	The principal should attend Principals' Association meetings.	DS	PS	PSN	DSN
52.	The principal should attempt to establish the school as a center for community activities.	DS	PS	PSN	DSN
53.	The principal should attend all regular school board meetings.	DS	PS	PSN	DSN
54.	The principal should attempt to have his school provide the kind of education that the community wants.	DS	PS	PSN	DSN



## APPENDIX F

### TEACHER'S QUESTIONNAIRE



## TEACHER'S QUESTIONNAIRE

## PART I

- A. Background Information
- B. Expectations Questionnaire
- C. Effectiveness Rating Scale

## PART II

## Leader Behavior Description Questionnaire

Please complete all questions in all parts of this questionnaire without consulting anyone. There are no right or wrong answers. It is important that your answers represent your own considered opinions.

Thank you for your cooperation.

ALL INFORMATION IS STRICTLY CONFIDENTIAL AND WILL BE USED FOR EDUCATIONAL  
RESEARCH PURPOSES ONLY.



## TEACHER

## A. BACKGROUND INFORMATION

1. Sex: Male, Female
2. Marital status: Single, Married, Widowed, Divorced
3. Age: under 20, 21-30, 31-40, 41-50, 50+
4. Religious denomination: .....
5. Years of teaching experience: less than 2, 3-5, 6-10, 11-15, 16-20,  
21-25, 25+
6. Number of complete years of college or university training:  
1, 2, 3, 4, 5, 6, 7
7. Special certification or training: .....
8. Name of training institution last attended .....  
Year during which you last attended .....
9. Degree(s) held .....  
Major field of study for each degree: .....  
.....
10. Grade(s) which you teach this year:  
1, 2, 3, 4, 5, 6, 7, 8, 9
11. Subject specialty (if applicable) .....
12. Number of years you have taught in this school .....
13. Number of years you have been teaching in this school during which the  
present principal has held the position of principal.  
.....
14. Omitted



## B. EXPECTATIONS QUESTIONNAIRE

1. READ each statement carefully.
2. DECIDE whether you think your principal definitely should, preferably should, preferably should not, or definitely should not do as the statement indicates.
3. CIRCLE the abbreviation which best indicates what you believe that your principal should do.

## ABBREVIATIONS

DS ..... definitely should

PS ..... preferably should

PSN ..... preferably should not

DSN ..... definitely should not



ATTRIBUTES

1. The principal should be a good public speaker.	DS	PS	PSN	DSN
2. Assuming equal capabilities, the principal should be of the male sex.	DS	PS	PSN	DSN
3. The principal should be a person to whom the teacher could go with his personal problems.	DS	PS	PSN	DSN
4. The principal should have a good knowledge of current educational developments.	DS	PS	PSN	DSN
5. The principal should be married and have children of his own.	DS	PS	PSN	DSN
6. The principal should be a good teacher.	DS	PS	PSN	DSN
7. The principal should be scholarly and have a good liberal arts background. ( <u>Liberal arts</u> refers to areas outside of education. e.g. history, literature.)	DS	PS	PSN	DSN
8. The principal should have had some experience in teaching in the primary grades.	DS	PS	PSN	DSN
9. The principal should hold at least a B. Ed. degree.	DS	PS	PSN	DSN
10. The principal should wear a suit or a sport coat and tie while on duty.	DS	PS	PSN	DSN

SCHOOL MANAGEMENT

11. The principal should devote at least half of his time to improvement of the instructional program.	DS	PS	PSN	DSN
12. The principal should be a firm disciplinarian. ( <u>Firm disciplinarian</u> means that a feeling exists among students and teachers that when a student is sent to the office for some misconduct that "something will happen". The principal will dispense some form of punishment.)	DS	PS	PSN	DSN
13. The principal should do some classroom teaching each year.	DS	PS	PSN	DSN
14. The principal should visit each classroom several times each year. ( <u>Visit</u> means stay for a period of time.)	DS	PS	PSN	DSN
15. The principal should visit classrooms, for purposes of observation, by appointment only.	DS	PS	PSN	DSN



16.	The principal should be one of the first staff members in the building each morning.	DS	PS	PSN	DSN
17.	The principal should take a regular turn on the supervisory duty schedules.	DS	PS	PSN	DSN
18.	The principal should have the teachers evaluate him periodically as a means for determining his effectiveness.	DS	PS	PSN	DSN
19.	The principal should review and, if he deems it necessary, revise report cards before they are sent home.	DS	PS	PSN	DSN
20.	The principal should be one of the main sources of counseling help for the teachers in efforts to solve individual student problems.	DS	PS	PSN	DSN
21.	The principal should administer the achievement and mental tests for his building.	DS	PS	PSN	DSN
22.	The principal should see that an agenda is distributed at least a few hours before each faculty meeting.	DS	PS	PSN	DSN
23.	If corporal punishment is to be used in student discipline, the principal should be the only person in the building to administer it.	DS	PS	PSN	DSN
24.	The principal should help the janitor to plan his work and supervise the results.	DS	PS	PSN	DSN
25.	The principal should involve his staff in formulating school policy.	DS	PS	PSN	DSN
26.	The principal should initiate in-service education programs.	DS	PS	PSN	DSN
27.	The principal should participate in the selection of teaching staff.	DS	PS	PSN	DSN
28.	The principal should formally evaluate teachers as a means for determining their effectiveness.	DS	PS	PSN	DSN
29.	The principal should recommend the dismissal of teachers whom he believes to be incompetent.	DS	PS	PSN	DSN
30.	The principal should expect teachers who do not hold an approved degree to improve their qualifications by attending summer school.	DS	PS	PSN	DSN

#### STAFF RELATIONSHIPS

31.	The principal should allow staff members to use their own discretion in the use of school supplies.	DS	PS	PSN	DSN
-----	---	----	----	-----	-----



32.	In general, the principal should support the teachers when there is a difference of opinion between teachers and board members on matters of curriculum.	DS	PS	PSN	DSN
33.	The principal should encourage teachers to experiment with new methods of teaching.	DS	PS	PSN	DSN
34.	The principal should require teachers to compile daily lesson plans.	DS	PS	PSN	DSN
35.	The principal should require teachers to attend local Home and School Association meetings.	DS	PS	PSN	DSN
36.	The principal should involve teachers in working out duty schedules.	DS	PS	PSN	DSN
37.	The principal should ask teachers to make appointments to see him rather than come to his office whenever they wish.	DS	PS	PSN	DSN
38.	The principal should expect teachers to attend Saturday professional development meetings.	DS	PS	PSN	DSN
39.	The principal should support the position of the teachers when there is a difference of opinion between teachers and superintendent on matters of curriculum.	DS	PS	PSN	DSN
40.	The principal should take into account out-of-school personal responsibilities of teachers when assigning teaching duties.	DS	PS	PSN	DSN
41.	The principal should keep a certain professional distance between himself and the teachers in his school.	DS	PS	PSN	DSN

#### COMMUNITY AND PROFESSIONAL

42.	The principal should include local citizens on school program planning committees.	DS	PS	PSN	DSN
43.	The principal should actively take part in local politics.	DS	PS	PSN	DSN
44.	The principal should encourage teachers to join specialist councils.	DS	PS	PSN	DSN
45.	The principal should keep the public informed about the school's activities.	DS	PS	PSN	DSN
46.	The principal should participate in current educational research.	DS	PS	PSN	DSN
47.	The principal should inform teachers about policy changes which are being considered.	DS	PS	PSN	DSN



- |     |   |    |    |     |     |
|-----|---|----|----|-----|-----|
| 48. | The principal should act on salary negotiating committees.  | DS | PS | PSN | DSN |
| 49. | The principal should belong to a civic organization such as the Lions, Rotary, etc.                     | DS | PS | PSN | DSN |
| 50. | The principal should encourage parent visitations to the school.  | DS | PS | PSN | DSN |
| 51. | The principal should attend Principals' Association meetings.   | DS | PS | PSN | DSN |
| 52. | The principal should attempt to establish the school as a center for community activities.              | DS | PS | PSN | DSN |
| 53. | The principal should attend all regular school board meetings.  | DS | PS | PSN | DSN |
| 54. | The principal should attempt to have his school provide the kind of education that the community wants. | DS | PS | PSN | DSN |

Please turn to next page to  
complete Effectiveness Rating Scale



## C. EFFECTIVENESS RATING SCALE

The letters A, B, C, D, and E represent a range of effectiveness from very effective to ineffective. Please circle the letter which best represents your judgment of the effectiveness of your principal in the area represented.

## A. How effective is your principal in:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Working with parents and community groups?                                | A | B | C | D | E |
| 2. Helping teachers to solve their problems?                                 | A | B | C | D | E |
| 3. Handling discipline cases and helping students to solve their problems?   | A | B | C | D | E |
| 4. Supervising the instructional program?                                    | A | B | C | D | E |
| 5. Communicating between board, staff, and community?                        | A | B | C | D | E |
| 6. Conducting faculty meetings?  | A | B | C | D | E |
| 7. Identifying, developing, and defining school goals?                       | A | B | C | D | E |
| 8. Encouraging the use of pertinent instructional materials and aids?        | A | B | C | D | E |
| 9. Stimulating interest in professionalism among teachers?                   | A | B | C | D | E |
| 10. Showing an awareness of the importance of interpersonal staff relations? | A | B | C | D | E |

## B. Please choose the ONE statement which best indicates your judgment of the effectiveness of your principal.

- |   |       |
|---|-------|
| 1. It is difficult to imagine a more effective principal.   | ..... |
| 2. I consider this principal to be among the more effective principals.                           | ..... |
| 3. The effectiveness of this principal is only slightly better than that of an average principal. | ..... |
| 4. The effectiveness of this principal is really a little below that of an average principal.     | ..... |
| 5. I consider this principal to be among the less effective principals.                           | ..... |



## APPENDIX G

### SUPERINTENDENT'S QUESTIONNAIRE



## SUPERINTENDENT'S QUESTIONNAIRE

## PART I

- A. Background Information
- B. Expectations Questionnaire
- C. Effectiveness Rating Scale

(One for each principal under study)

## PART II

## Leader Behavior Description Questionnaire

(One for each principal under study)

Please complete all questions in all parts of this questionnaire without consulting anyone. There are no right or wrong answers. It is important that your answers represent your own considered opinions.

Thank you for your cooperation.

ALL INFORMATION IS STRICTLY CONFIDENTIAL AND WILL BE USED FOR EDUCATIONAL  
RESEARCH PURPOSES ONLY.



## SUPERINTENDENT

AREA DATA      1. Number of schools in your area .....

2. Number of teachers in your area .....

A. BACKGROUND INFORMATION

1. Omitted

2. Marital Status: Single, Married, Widowed, Divorced

3. Age: Under 20, 21-30, 31-40, 41-50, 50+

4. Religious Denomination: .....

5. Years of teaching experience: less than 2, 3-5, 6-10, 11-15, 16-20,  
21-25, 25+

6. Number of complete years of college or university training:

1, 2, 3, 4, 5, 6, 7

7. Omitted

8. Name of training institution last attended .....

Year during which you last attended .....

9. Degree(s) held .....

Major field of study for each degree .....

.....

10. Omitted

11. Omitted

12. Number of years experience as a school principal .....

13. Number of years you have been superintendent of this area .....

14. Total number of years experience as a school superintendent .....



## B. EXPECTATIONS QUESTIONNAIRE

1. READ each statement carefully.
2. DECIDE whether you think a principal definitely should, preferably should, preferably should not, or definitely should not do as the statement indicates.
3. CIRCLE the abbreviation which best indicates what you believe that a principal should do.

## ABBREVIATIONS

DS ..... definitely should

PS ..... preferably should

PSN ..... preferably should not

DSN ..... definitely should not



ATTRIBUTES

1.	The principal should be a good public speaker.	DS	PS	PSN	DSN
2.	Assuming equal capabilities, the principal should be of the male sex.	DS	PS	PSN	DSN
3.	The principal should be a person to whom the teacher could go with his personal problems.	DS	PS	PSN	DSN
4.	The principal should have a good knowledge of current educational developments.	DS	PS	PSN	DSN
5.	The principal should be married and have children of his own.	DS	PS	PSN	DSN
6.	The principal should be a good teacher.	DS	PS	PSN	DSN
7.	The principal should be scholarly and have a good liberal arts background. ( <u>Liberal arts</u> refers to areas outside of education. e.g. history, literature.)	DS	PS	PSN	DSN
8.	The principal should have had some experience in teaching in the primary grades.	DS	PS	PSN	DSN
9.	The principal should hold at least a B. Ed. degree.	DS	PS	PSN	DSN
10.	The principal should wear a suit or a sport coat and tie while on duty.	DS	PS	PSN	DSN

SCHOOL MANAGEMENT

11.	The principal should devote at least half of his time to improvement of the instructional program.	DS	PS	PSN	DSN
12.	The principal should be a firm disciplinarian. ( <u>Firm disciplinarian</u> means that a feeling exists among students and teachers that when a student is sent to the office for some misconduct that "something will happen". The principal will dispense some form of punishment.)	DS	PS	PSN	DSN
13.	The principal should do some classroom teaching each year.	DS	PS	PSN	DSN
14.	The principal should visit each classroom several times each year. ( <u>Visit</u> means stay for a period of time.)	DS	PS	PSN	DSN
15.	The principal should visit classrooms, for purposes of observation, by appointment only.	DS	PS	PSN	DSN



16.	The principal should be one of the first staff members in the building each morning.	DS	PS	PSN	DSN
17.	The principal should take a regular turn on the supervisory duty schedules.	DS	PS	PSN	DSN
18.	The principal should have the teachers evaluate him periodically as a means for determining his effectiveness.	DS	PS	PSN	DSN
19.	The principal should review and, if he deems it necessary, revise report cards before they are sent home.	DS	PS	PSN	DSN
20.	The principal should be one of the main sources of counseling help for the teachers in efforts to solve individual student problems.	DS	PS	PSN	DSN
21.	The principal should administer the achievement and mental tests for his building.	DS	PS	PSN	DSN
22.	The principal should see that an agenda is distributed at least a few hours before each faculty meeting.	DS	PS	PSN	DSN
23.	If corporal punishment is to be used in student discipline, the principal should be the only person in the building to administer it.	DS	PS	PSN	DSN
24.	The principal should help the janitor to plan his work and supervise the results.	DS	PS	PSN	DSN
25.	The principal should involve his staff in formulating school policy.	DS	PS	PSN	DSN
26.	The principal should initiate in-service education programs.	DS	PS	PSN	DSN
27.	The principal should participate in the selection of teaching staff.	DS	PS	PSN	DSN
28.	The principal should formally evaluate teachers as a means for determining their effectiveness.	DS	PS	PSN	DSN
29.	The principal should recommend the dismissal of teachers whom he believes to be incompetent.	DS	PS	PSN	DSN
30.	The principal should expect teachers who do not hold an approved degree to improve their qualifications by attending summer school.	DS	PS	PSN	DSN

#### STAFF RELATIONSHIPS

31.	The principal should allow staff members to use their own discretion in the use of school supplies.	DS	PS	PSN	DSN
-----	---	----	----	-----	-----



32.	In general, the principal should support the teachers when there is a difference of opinion between teachers and board members on matters of curriculum.	DS	PS	PSN	DSN
33.	The principal should encourage teachers to experiment with new methods of teaching.	DS	PS	PSN	DSN
34.	The principal should require teachers to compile daily lesson plans.	DS	PS	PSN	DSN
35.	The principal should require teachers to attend local Home and School Association meetings.	DS	PS	PSN	DSN
36.	The principal should involve teachers in working out duty schedules.	DS	PS	PSN	DSN
37.	The principal should ask teachers to make appointments to see him rather than come to his office whenever they wish.	DS	PS	PSN	DSN
38.	The principal should expect teachers to attend Saturday professional development meetings.	DS	PS	PSN	DSN
39.	The principal should support the position of the teachers when there is a difference of opinion between teachers and superintendent on matters of curriculum.	DS	PS	PSN	DSN
40.	The principal should take into account out-of-school personal responsibilities of teachers when assigning teaching duties.	DS	PS	PSN	DSN
41.	The principal should keep a certain professional distance between himself and the teachers in his school.	DS	PS	PSN	DSN

#### COMMUNITY AND PROFESSIONAL

42.	The principal should include local citizens on school program planning committees.	DS	PS	PSN	DSN
43.	The principal should actively take part in local politics.	DS	PS	PSN	DSN
44.	The principal should encourage teachers to join specialist councils.	DS	PS	PSN	DSN
45.	The principal should keep the public informed about the school's activities.	DS	PS	PSN	DSN
46.	The principal should participate in current educational research.	DS	PS	PSN	DSN
47.	The principal should inform teachers about policy changes which are being considered.	DS	PS	PSN	DSN



- |     |   |    |    |     |     |
|-----|---|----|----|-----|-----|
| 48. | The principal should act on salary negotiating committees.  | DS | PS | PSN | DSN |
| 49. | The principal should belong to a civic organization such as the Lions, Rotary, etc.                     | DS | PS | PSN | DSN |
| 50. | The principal should encourage parent visitations to the school.  | DS | PS | PSN | DSN |
| 51. | The principal should attend Principals' Association meetings.   | DS | PS | PSN | DSN |
| 52. | The principal should attempt to establish the school as a center for community activities.              | DS | PS | PSN | DSN |
| 53. | The principal should attend all regular school board meetings.  | DS | PS | PSN | DSN |
| 54. | The principal should attempt to have his school provide the kind of education that the community wants. | DS | PS | PSN | DSN |

Please turn to next page to  
complete Effectiveness Rating Scale



## C. EFFECTIVENESS RATING SCALE

The letters A, B, C, D, and E represent a range of effectiveness from very effective to ineffective. Please circle the letter which best represents your judgment of the effectiveness of your principal in the area represented.

## A. How effective is your principal in:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Working with parents and community groups?                                | A | B | C | D | E |
| 2. Helping teachers to solve their problems?                                 | A | B | C | D | E |
| 3. Handling discipline cases and helping students to solve their problems?   | A | B | C | D | E |
| 4. Supervising the instructional program?                                    | A | B | C | D | E |
| 5. Communicating between board, staff, and community?                        | A | B | C | D | E |
| 6. Conducting faculty meetings?  | A | B | C | D | E |
| 7. Identifying, developing, and defining school goals?                       | A | B | C | D | E |
| 8. Encouraging the use of pertinent instructional materials and aids?        | A | B | C | D | E |
| 9. Stimulating interest in professionalism among teachers?                   | A | B | C | D | E |
| 10. Showing an awareness of the importance of interpersonal staff relations? | A | B | C | D | E |

## B. Please choose the ONE statement which best indicates your judgment of the effectiveness of your principal.

- |   |       |
|---|-------|
| 1. It is difficult to imagine a more effective principal.   | ..... |
| 2. I consider this principal to be among the more effective principals.                           | ..... |
| 3. The effectiveness of this principal is only slightly better than that of an average principal. | ..... |
| 4. The effectiveness of this principal is really a little below that of an average principal.     | ..... |
| 5. I consider this principal to be among the less effective principals.                           | ..... |



## APPENDIX H

### LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE



Developed by staff members of  
The Ohio State Leadership Studies

Name of Leader Being Described\_\_\_\_\_

Name of Group Which He Leads\_\_\_\_\_

Your Name\_\_\_\_\_

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. This is not a test of ability. It simply asks you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term, "*group*," as employed in the following items, refers to a department, division, or other unit of organization which is supervised by the person being described.

The term "*members*," refers to all the people in the unit of organization which is supervised by the person being described.

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The Ohio State University  
Columbus, Ohio



- a. READ each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. DECIDE whether he always, often, occasionally, seldom or never acts as described by the item.
- d. DRAW A CIRCLE around one of the five letters following the item to show the answer you have selected.

A—Always

B—Often

C—Occasionally

D—Seldom

E—Never

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. He does personal favors for group members.                             | A | B | C | D | E |
| 2. He makes his attitudes clear to the group.                             | A | B | C | D | E |
| 3. He does little things to make it pleasant to be a member of the group. | A | B | C | D | E |
| 4. He tries out his new ideas with the group.                             | A | B | C | D | E |
| 5. He acts as the real leader of the group.                               | A | B | C | D | E |
| 6. He is easy to understand.  | A | B | C | D | E |
| 7. He rules with an iron hand.  | A | B | C | D | E |
| 8. He finds time to listen to group members.                              | A | B | C | D | E |
| 9. He criticizes poor work.   | A | B | C | D | E |
| 10. He gives advance notice of changes.                                   | A | B | C | D | E |
| 11. He speaks in a manner not to be questioned.                           | A | B | C | D | E |
| 12. He keeps to himself.  | A | B | C | D | E |
| 13. He looks out for the personal welfare of individual group members.    | A | B | C | D | E |
| 14. He assigns group members to particular tasks.                         | A | B | C | D | E |
| 15. He is the spokesman of the group.                                     | A | B | C | D | E |
| 16. He schedules the work to be done.                                     | A | B | C | D | E |
| 17. He maintains definite standards of performance.                       | A | B | C | D | E |
| 18. He refuses to explain his actions.                                    | A | B | C | D | E |



19. He keeps the group informed.	A	B	C	D	E
20. He acts without consulting the group.	A	B	C	D	E
21. He backs up the members in their actions.	A	B	C	D	E
22. He emphasizes the meeting of deadlines.	A	B	C	D	E
23. He treats all group members as his equals.	A	B	C	D	E
24. He encourages the use of uniform procedures.	A	B	C	D	E
25. He gets what he asks for from his superiors.	A	B	C	D	E
26. He is willing to make changes.	A	B	C	D	E
27. He makes sure that his part in the organization is understood by group members.	A	B	C	D	E
28. He is friendly and approachable.	A	B	C	D	E
29. He asks that group members follow standard rules and regulations.	A	B	C	D	E
30. He fails to take necessary action.	A	B	C	D	E
31. He makes group members feel at ease when talking with them.	A	B	C	D	E
32. He lets group members know what is expected of them.	A	B	C	D	E
33. He speaks as the representative of the group.	A	B	C	D	E
34. He puts suggestions made by the group into operation.	A	B	C	D	E
35. He sees to it that group members are working up to capacity.	A	B	C	D	E
36. He lets other people take away his leadership in the group.	A	B	C	D	E
37. He gets his superiors to act for the welfare of the group members.	A	B	C	D	E
38. He gets group approval in important matters before going ahead.	A	B	C	D	E
39. He sees to it that the work of group members is coordinated.	A	B	C	D	E
40. He keeps the group working together as a team.	A	B	C	D	E



## APPENDIX I

### SUMMARY OF EXPECTATIONS HELD BY TEACHERS, PRINCIPALS, AND SUPERINTENDENTS FOR THE ROLE OF THE PRINCIPAL

Item numbers refer to questions asked on the "Expectations Questionnaire". (See Appendices E, F, and G)

Responses are expressed as percentages (rounded to the nearest whole number) of the total number of respondents in each category.

#### Abbreviations

DS	.....	definitely should
PS	.....	preferably should
PSN	.....	preferably should not
DSN	.....	definitely should not
NA	.....	no answer given



TABLE XVIII

SUMMARY OF EXPECTATIONS HELD BY TEACHERS,  
PRINCIPALS, AND SUPERINTENDENTS FOR THE  
ROLE OF THE PRINCIPAL

Item Number	Respondents	DS	PS	PSN	DSN	NA
1.	Teachers	26	73	1		
	Principals	20	80			
	Superintendents	12	88			
2.	Teachers	18	70	2	4	6
	Principals	13	77		3	7
	Superintendents	12	76	6	6	
3.	Teachers	24	43	15	12	6
	Principals	43	30	17	7	3
	Superintendents	24	59	12		6
4.	Teachers	84	15			1
	Principals	83	17			
	Superintendents	88	6			6
5.	Teachers	4	76	4	2	14
	Principals	3	77	3		17
	Superintendents		76			24
6.	Teachers	73	26			1
	Principals	64	33			3
	Superintendents	65	35			
7.	Teachers	26	70	2		2
	Principals	23	77			
	Superintendents	24	76			
8.	Teachers	19	72	4		5
	Principals	17	83			
	Superintendents		82	6		12
9.	Teachers	45	52	1		2
	Principals	40	60			
	Superintendents	82	18			
10.	Teachers	55	42	1		2
	Principals	63	37			
	Superintendents	71	24	5		

(continued)



TABLE XVIII (continued)

Item Number	Respondents	DS	PS	FSN	DSN	NA
11.	Teachers	11	62	15	5	7
	Principals	10	74	13		3
	Superintendents	18	70	6		6
12.	Teachers	72	23	3		2
	Principals	47	37	10	7	
	Superintendents	24	41	18	11	6
13.	Teachers	55	41	3	1	
	Principals	40	60			
	Superintendents	65	23	6		6
14.	Teachers	15	57	20	4	4
	Principals	27	60	13		
	Superintendents	59	35			6
15.	Teachers	10	44	27	15	4
	Principals	10	37	43	7	3
	Superintendents		29	47	12	12
16.	Teachers	28	66	2	2	2
	Principals	30	70			
	Superintendents	29	59	6		6
17.	Teachers	30	38	21	9	1
	Principals	27	30	40	3	
	Superintendents	24	24	29	18	6
18.	Teachers	3	32	29	33	4
	Principals	7	40	37	17	
	Superintendents		47	29	24	
19.	Teachers	4	25	36	34	2
	Principals	7	40	37	17	
	Superintendents	6	35	41	18	
20.	Teachers	64	33	3		
	Principals	70	27	3		
	Superintendents	35	53	12		
21.	Teachers	14	42	31	11	3
	Principals	7	50	40	3	
	Superintendents	6	35	47	12	

(continued)



TABLE XVIII (continued)

Item Number	Respondents	DS	PS	PSN	DSN	NA
22.	Teachers	26	65	6	1	2
	Principals	33	60	7		
	Superintendents	59	41			
23.	Teachers	14	32	28	24	2
	Principals	10	23	30	37	
	Superintendents	6	29	29	29	6
24.	Teachers	9	37	31	20	3
	Principals	17	47	20	17	
	Superintendents	24	47	29		
25.	Teachers	53	44	1		1
	Principals	60	40			
	Superintendents	82	18			
26.	Teachers	13	65	16	4	2
	Principals	23	67	10		
	Superintendents	71	29			
27.	Teachers	23	49	17	9	2
	Principals	67	27	7		
	Superintendents	41	53			6
28.	Teachers	5	31	37	22	4
	Principals	7	37	40	10	7
	Superintendents	6	24	35	35	
29.	Teachers	19	43	23	12	3
	Principals	40	50	7	3	
	Superintendents	29	65			6
30.	Teachers	10	46	24	16	4
	Principals	30	50	13	3	3
	Superintendents	29	65			6
31.	Teachers	27	59	9	5	
	Principals	17	63	17	3	
	Superintendents	12	41	35	12	
32.	Teachers	47	45	4	1	2
	Principals	40	50	3		7
	Superintendents	6	88		6	

(continued)



TABLE XVIII (continued)

Item Number	Respondents	DS	PS	PSN	DSN	NA
33.	Teachers	45	51	3		1
	Principals	67	30			3
	Superintendents	71	24	6		
34.	Teachers	29	41	19	9	2
	Principals	40	37	17	3	3
	Superintendents	24	47	24		6
35.	Teachers	4	28	37	29	2
	Principals		40	30	30	
	Superintendents		24	53	18	6
36.	Teachers	37	55	6	2	
	Principals	50	47	3		
	Superintendents	35	59	6		
37.	Teachers	2	18	39	39	2
	Principals		7	40	53	
	Superintendents		12	53	35	
38.	Teachers	2	22	36	37	3
	Principals	7	33	37	20	3
	Superintendents		59	35		6
39.	Teachers	13	47	25	6	9
	Principals	3	37	33	10	17
	Superintendents		53	35	6	6
40.	Teachers	13	37	27	21	2
	Principals	3	63	20	10	3
	Superintendents	6	24	53	12	6
41.	Teachers	8	34	38	19	1
	Principals	7	40	37	13	3
	Superintendents		35	41	6	18
42.	Teachers	3	30	36	28	3
	Principals		33	33	30	3
	Superintendents		53	29	18	
43.	Teachers	1	10	55	28	6
	Principals	7	23	53	13	3
	Superintendents		24	41	24	12

(continued)



TABLE XVIII (continued)

Item Number	Respondents	DS	PS	PSN	DSN	NA
44.	Teachers	8	72	12	2	5
	Principals	33	63		3	
	Superintendents	59	41			
45.	Teachers	26	64	6	2	2
	Principals	53	43			3
	Superintendents	65	35			
46.	Teachers	30	66	3		1
	Principals	43	57			
	Superintendents	76	24			
47.	Teachers	70	29			
	Principals	73	27			
	Superintendents	82	18			
48.	Teachers	7	47	32	7	8
	Principals	17	43	30	3	7
	Superintendents	6	47	29		18
49.	Teachers	3	57	20	4	17
	Principals	10	77	10		3
	Superintendents	6	88	6		
50.	Teachers	30	57	7	2	4
	Principals	53	43			3
	Superintendents	71	24			6
51.	Teachers	84	16			
	Principals	90	10			
	Superintendents	88	12			
52.	Teachers	8	44	35	8	5
	Principals	13	43	23	20	
	Superintendents	29	41	24		6
53.	Teachers	9	36	34	13	7
	Principals	10	23	43	20	3
	Superintendents	6	6	47	41	
54.	Teachers	30	39	17	9	5
	Principals	27	63	3	7	
	Superintendents	12	71	12	6	



APPENDIX J

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE -  
SCORES, ESTIMATES, AND DIFFERENCES



TABLE XIX

## LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - SCORES, ESTIMATES, AND DIFFERENCES

Principal Number	Teachers' Description		Principal's Estimate		Difference		Superintendent's Description		Principal's Estimate		Difference	
	IS	C	IS	C	IS	C	IS	C	IS	C	IS	C
1.	33.9	41.6	42	40	9.7		44	58	45	44	15	
2.	47.3	45.0	44	49	7.3		29	37	52	52	38	
3.	50.1	47.6	47	46	4.7		48	43	50	45	4	
4.	37.0	41.0	40	47	9.0		41	39	41	40	1	
5.	36.8	45.3	41	45	4.5		31	37	44	44	20	
6.	47.2	47.4	50	52	7.4		49	50	52	52	5	
7.	31.5	37.5	40	39	10	6	41	48	39	42	8	
8.	35.3	50.3	35	42	8.8		37	45	37	45	0	
9.	41.2	46.0	48	48	8.8		37	46	43	44	8	
10.	29.3	41.7	24	47	10.6		36	35	26	45	20	
11.	42.4	42.1	49	43	8.3		41	38	49	46	16	
12.	40.1	52.9	42	48	6.8		34	47	44	47	7	
13.	44.0	50.8	40	48	6.8		51	51	42	46	14	
14.	36.3	45.5	31	35	15.8		35	44	36	37	8	
15.	31.6	40.0	31	47	7.6		32	39	44	42	15	
16.	41.0	51.0	42	51	1.0		28	38	49	53	36	
17.	31.2	34.5	40	44	18.3		31	38	44	45	20	
18.	45.4	40.6	45	48	7.8		48	50	46	47	5	
19.	42.2	48.2	34	30	26.4		39	46	39	41	5	
20.	30.3	47.3	28	41	8.6		22	27	28	41	20	
21.	31.2	31.8	35	43	16		44	46	34	49	13	
22.	30.8	38.0	44	46	21.2		38	43	50	51	20	
23.	41.3	47.7	35	43	11		38	44	30	39	13	
24.	44.6	50.9	32	44	19.5		30	42	30	41	1	
25.	40.0	32.9	45	40	12.1		30	41	42	36	17	
26.	35.3	39.8	40	48	12.9		36	42	43	48	13	
27.	36.6	51.0	30	44	13.6		26	40	27	35	6	
28.	25.1	36.1	33	45	16.8		27	39	39	40	13	
29.	35.7	46.9	29	52	11.8		42	48	42	43	5	
30.	36.4	45.1	33	41	7.5		47	48	45	42	8	



## APPENDIX K

TESTS OF HYPOTHESES -- TABULATED DATA



TABLE XX

## TEST OF HYPOTHESIS I

$H_0$  : The effectiveness rating which the principal receives from the superintendent and teachers is not significantly related to the degree to which his normative role expectations are congruent with those of the superintendent and teachers.

$$H_{0I} : \rho \leq 0$$

$$H_{1I} : \rho > 0$$

Principal Number	Raw Scores		Ranked Scores	
	C/ts	E/ts	C/ts	E/ts
1.	2.52	42.5	14.5	3
2.	2.58	33.5	3	21.5
3.	2.50	44.5	17	1
4.	2.55	35.5	10	17
5.	2.40	33.0	26	23
6.	2.50	43.0	17	2
7.	2.50	38.5	17	9.5
8.	2.66	32.5	2	24
9.	2.53	39.0	13	8
10.	2.14	30.0	30	26.5
11.	2.52	38.5	14.5	9.5
12.	2.36	38.0	28	11.5
13.	2.44	41.0	22.5	6.5
14.	2.57	35.0	4	18
15.	2.68	30.0	1	26.5
16.	2.41	33.5	25	21.5
17.	2.42	29.0	24	28
18.	2.33	42.0	29	4.5
19.	2.49	37.5	19	13.5
20.	2.38	25.5	27	30
21.	2.56	37.0	6.5	15.5
22.	2.55	31.0	10	25
23.	2.55	42.0	10	4.5
24.	2.56	41.0	6.5	6.5
25.	2.44	34.5	22.5	19.5
26.	2.54	37.5	12	13.5
27.	2.48	34.5	20	19.5
28.	2.47	28.0	21	29
29.	2.56	38.0	6.5	11.5
30.	2.56	37.0	6.5	15.5

$$r_s = +.06796$$

$$t = .36045$$

$$p > .05$$



TABLE XVI

## TEST OF HYPOTHESIS I.1

$H_{0I.1}$  : The effectiveness rating which the principal receives from the superintendent is not significantly related to the degree to which his normative role expectations are congruent with those of the superintendent.

$$H_{0I.1} : \rho \leq 0$$

$$H_{1I.1} : \rho > 0$$

Principal Number	Raw Scores		Ranked Scores	
	$C_s$	$E_s$	$C_s$	$E_s$
1.	3.15	48	14	1
2.	3.16	25	13	29
3.	3.20	44	7.5	2
4.	3.20	36	7.5	16
5.	3.00	27	22	26.5
6.	3.09	43	16	3.5
7.	3.04	42	19.5	5.5
8.	3.32	27	3	26.5
9.	3.13	36	15	16
10.	2.45	31	30	21
11.	3.08	38	17	12
12.	2.88	37	27	14
13.	2.87	38	28	12
14.	3.23	32	6	20
15.	3.37	29	1	25
16.	3.00	30	22	23
17.	2.89	26	26	28
18.	2.83	42	29	5.5
19.	2.98	34	24	19
20.	2.92	22	25	30
21.	3.33	39	2	9
22.	3.28	35	4	18
23.	3.17	40	11.5	7
24.	3.19	39	9	9
25.	3.00	38	22	12
26.	3.17	43	11.5	3.5
27.	3.06	30	18	23
28.	3.04	30	19.5	23
29.	3.18	36	10	16
30.	3.24	39	5	9

$$r_s = +.13387$$

$$t = .71430$$

$$p > .05$$



TABLE XXII

TEST OF HYPOTHESIS I.2

$H_{0I.2}$  : The effectiveness rating which the principal receives from the teachers is not significantly related to the degree to which his normative role expectations are congruent with those of the teachers.

$$H_{0I.2} : \rho \leq 0$$

$$H_{1I.2} : \rho > 0$$

Principal Number	Raw Scores		Ranked Scores	
	C/t	E/t	C/t	E/t
1.	1.89	37	19	17.5
2.	2.00	41	3	8.5
3.	1.81	45	28.5	1
4.	1.91	35	14	20.5
5.	1.81	39	28.5	12.5
6.	1.90	43	17	4.5
7.	1.97	35	6	20.5
8.	2.00	33	3	15.5
9.	1.93	42	10.5	6.5
10.	1.84	29	23.5	27.5
11.	1.96	39	7.5	12.5
12.	1.85	39	22	12.5
13.	2.00	44	3	2.5
14.	1.92	38	25.5	15.5
15.	2.00	31	7.5	25.5
16.	1.83	37	25.5	17.5
17.	1.96	32	7.5	23.5
18.	1.83	42	25.5	6.5
19.	2.00	41	3	8.5
20.	1.84	29	23.5	27.5
21.	1.79	35	30	20.5
22.	1.82	27	27	29
23.	1.92	44	12.5	2.5
24.	1.93	43	10.5	4.5
25.	1.88	31	20.5	25.5
26.	1.91	32	15	23.5
27.	1.90	39	17	12.5
28.	1.90	26	17	30
29.	1.95	40	9	10
30.	1.88	35	20.5	20.5

$$r_s = +.21156$$

$$t = 1.14538$$

$$p > .05$$



TABLE XXIII

## TEST OF HYPOTHESIS II

$H_{0II}$  : The effectiveness rating which the principal receives from the superintendent and teachers is not significantly related to the degree to which the principal is sensitive to the perceptions of the superintendent and teachers.

$$H_{0II} : \rho \leq 0$$

$$H_{1II} : \rho > 0$$

Principal Number	Raw Scores		Ranked Scores	
	$S_{ts}$	$E_{ts}$	$S_{ts}$	$E_{ts}$
1.	12.35	42.5	19	3
2.	22.65	33.5	30	21.5
3.	4.35	44.5	2	1
4.	5.00	35.5	3	17
5.	12.25	33.0	18	23
6.	6.20	43.0	4	2
7.	9.00	38.5	10	9.5
8.	4.30	32.5	1	24
9.	8.40	39.0	8.5	8
10.	15.30	30.0	25	26.5
11.	12.15	38.5	17	9.5
12.	6.90	38.0	6	11.5
13.	10.40	41.0	13	6.5
14.	11.90	35.0	15	18
15.	11.30	30.0	14	26.5
16.	18.50	33.5	27	21.5
17.	19.15	29.0	28	28
18.	6.40	42.0	5	4.5
19.	15.70	37.5	26	13.5
20.	14.30	25.5	21	30
21.	14.50	37.0	22	15.5
22.	20.60	31.0	29	25
23.	12.00	42.0	16	4.5
24.	10.25	41.0	12	6.5
25.	14.55	34.5	23	19.5
26.	12.95	37.5	20	13.5
27.	9.80	34.5	11	19.5
28.	14.90	28.0	24	29
29.	8.40	38.0	8.5	11.5
30.	7.70	37.0	7	15.5

$$r_s = +.53196$$

$$t = 3.32424$$

$$.005 > p > .0005$$



TABLE XXIV

## TEST OF HYPOTHESIS II.1

$H_{0II.1}$  : The effectiveness rating which the principal receives from the superintendent is not significantly related to the degree to which the principal is sensitive to the perceptions of the superintendent.

$$H_{0II.1} : \rho \leq 0$$

$$H_{1II.1} : \rho > 0$$

Principal Number	Raw Scores		Ranked Scores	
	$S_s$	$E_s$	$S_s$	$E_s$
1.	15	48	20.5	1
2.	38	25	30	29
3.	4	44	4	2
4.	1	36	2.5	16
5.	20	27	26	26.5
6.	5	43	6.5	3.5
7.	8	42	12.5	5.5
8.	0	27	1	26.5
9.	8	36	12.5	16
10.	20	31	26	21
11.	16	38	22	12
12.	7	37	10	14
13.	14	38	19	12
14.	8	32	12.5	20
15.	15	29	20.5	25
16.	36	30	29	23
17.	20	26	26	28
18.	5	42	6.5	5.5
19.	5	34	6.5	19
20.	20	22	26	30
21.	13	39	16.5	9
22.	20	35	26	18
23.	13	40	16.5	7
24.	1	39	2.5	9
25.	17	38	23	12
26.	13	43	16.5	3.5
27.	6	30	9	23
28.	13	30	16.5	23
29.	5	36	6.5	16
30.	8	39	12.5	9

$$r_s = +.40543$$

$$t = 2.34686$$

$$.025 > p > .01$$



TABLE XXV

## TEST OF HYPOTHESIS II:2

$H_{0II.2}$  : The effectiveness rating which the principal receives from the teachers is not significantly related to the degree to which the principal is sensitive to the perceptions of the teachers.

$$H_{0II.2} : \rho \leq 0$$

$$H_{1II.2} : \rho > 0$$

Principal Number	Raw Scores		Ranked Scores	
	$S_t$	$E_t$	$S_t$	$E_t$
1.	9.7	37	16	17.5
2.	7.3	41	6	8.5
3.	4.7	45	3	1
4.	9.0	35	15	20.5
5.	4.5	39	2	12.5
6.	7.4	43	7	4.5
7.	10.0	35	17	20.5
8.	8.6	38	12.5	15.5
9.	8.8	42	14	6.5
10.	10.6	29	18	27.5
11.	8.3	39	11	12.5
12.	6.8	39	4.5	12.5
13.	6.8	44	4.5	2.5
14.	15.8	38	24	15.5
15.	7.6	31	9	25.5
16.	1.0	37	1	17.5
17.	18.3	32	27	23.5
18.	7.8	42	10	6.5
19.	26.4	41	30	8.5
20.	8.6	29	12.5	27.5
21.	16.0	35	25	20.5
22.	21.2	27	29	29
23.	11.0	44	19	2.5
24.	19.5	43	28	4.5
25.	12.1	31	21	25.5
26.	12.9	32	22	23.5
27.	13.6	39	23	12.5
28.	16.8	26	26	30
29.	11.8	40	20	10
30.	7.5	35	8	20.5

$$r_s = +.33575$$

$$t = 1.88613$$

$$.05 > p > .025$$



TABLE XXVI

## TEST OF HYPOTHESIS III

$H_{0\text{III}}$  : No significant relationship exists between the degree to which the principal holds expectations which are congruent with those of the superintendent and teachers and the degree to which he is sensitive to the perceptions of the superintendent and teachers.

$$H_{0\text{III}} : \rho \leq 0$$

$$H_{1\text{III}} : \rho > 0$$

Principal		Raw Scores		Ranked Scores	
Number		C/ts	S/ts	C/ts	S/ts
1.		2.52	12.35	14.5	19
2.		2.58	22.65	3	30
3.		2.50	4.35	17	2
4.		2.55	5.00	10	3
5.		2.40	12.25	26	18
6.		2.50	6.20	17	4
7.		2.50	9.00	17	10
8.		2.66	4.30	2	1
9.		2.53	8.40	13	8.5
10.		2.14	15.30	30	25
11.		2.52	12.15	14.5	17
12.		2.36	6.90	28	6
13.		2.44	10.40	22.5	13
14.		2.57	11.90	4	15
15.		2.68	11.30	1	14
16.		2.41	18.50	25	27
17.		2.42	19.15	24	28
18.		2.33	6.40	29	5
19.		2.49	15.70	19	26
20.		2.38	14.30	27	21
21.		2.56	14.50	6.5	22
22.		2.55	20.60	10	29
23.		2.55	12.00	10	16
24.		2.56	10.25	6.5	12
25.		2.44	14.55	22.5	23
26.		2.54	12.95	12	20
27.		2.48	9.80	20	11
28.		2.47	14.90	21	24
29.		2.56	8.40	6.5	8.5
30.		2.56	7.70	6.5	7

$$r_s = +.16847$$

$$t = .90438$$

$$p > .05$$



TABLE XXVII

## TEST OF HYPOTHESIS III.1

$H_{0\text{III.1}}$  : No significant relationship exists between the degree to which the principal holds expectations which are congruent with those of the superintendent and the degree to which he is sensitive to the perceptions of the superintendent.

$$H_{0\text{III.1}} : \rho \leq 0$$

$$H_{1\text{III.1}} : \rho > 0$$

Principal Number	Raw Scores		Ranked Scores	
	$S_s$	$C_s$	$S_s$	$C_s$
1.	15	3.15	20.5	14
2.	28	3.16	30	13
3.	4	3.20	4	7.5
4.	1	3.20	2.5	7.5
5.	20	3.00	26	22
6.	5	3.09	6.5	16
7.	8	3.04	12.5	19.5
8.	0	3.32	1	3
9.	8	3.13	12.5	15
10.	20	2.45	26	30
11.	16	3.08	22	17
12.	7	2.88	10	27
13.	14	2.87	19	28
14.	8	3.23	12.5	6
15.	15	3.37	20.5	1
16.	36	3.00	29	22
17.	20	2.89	26	26
18.	5	2.83	6.5	29
19.	5	2.98	6.5	24
20.	20	2.92	26	25
21.	13	3.33	16.5	2
22.	20	3.28	26	4
23.	13	3.17	16.5	11.5
24.	1	3.19	2.5	9
25.	17	3.00	23	22
26.	13	3.17	16.5	11.5
27.	6	3.06	9	18
28.	13	3.04	16.5	19.5
29.	5	3.18	6.5	10
30.	8	3.24	12.5	5

$$r_s = +.28877$$

$$t = 1.59604$$

$$.10 > p > .05$$



TABLE XXVIII

## TEST OF HYPOTHESIS III.2

$H_0$  : No significant relationship exists between the degree to which the principal holds expectations which are congruent with those of the teachers and the degree to which he is sensitive to the perceptions of the teachers.

$$H_0_{III.2} : \rho \leq 0$$

$$H_1_{III.2} : \rho > 0$$

Principal Number	Raw Scores		Ranked Scores	
	C/t	S/t	C/t	S/t
1.	1.89	9.7	19	16
2.	2.00	7.3	3	6
3.	1.81	4.7	28.5	3
4.	1.91	9.0	14	15
5.	1.81	4.5	28.5	2
6.	1.90	7.4	17	7
7.	1.97	10.00	6	17
8.	2.00	8.6	3	12.5
9.	1.93	8.8	10.5	14
10.	1.84	10.6	23.5	18
11.	1.96	8.3	7.5	11
12.	1.85	6.8	22	4.5
13.	2.00	6.8	3	4.5
14.	1.92	15.8	25.5	24
15.	2.00	7.6	7.5	9
16.	1.83	1.0	25.5	1
17.	1.96	18.3	7.5	27
18.	1.83	7.8	25.5	10
19.	2.00	26.4	3	30
20.	1.84	8.6	23.5	12.5
21.	1.79	16.0	30	25
22.	1.82	21.2	27	29
23.	1.92	11.0	12.5	19
24.	1.93	19.5	10.5	28
25.	1.88	12.1	20.5	21
26.	1.91	12.9	15	22
27.	1.90	13.6	17	23
28.	1.90	16.8	17	26
29.	1.95	11.8	9	20
30.	1.88	7.5	20.5	8

$$r_s = -.14169$$

$$t = -.75741$$

$$p > .05$$



APPENDIX L

QUESTIONNAIRE RETURNS BY SCHOOLS



TABLE XXIX  
QUESTIONNAIRE RETURNS BY SCHOOLS

School Unit	Number of Teachers*	Teacher Returns	Principal Returns	Supt. Returns
01	8	8	1	1
02	10	9	1	1
03	9	7	1	1
04	12	12	1	1
05	12	12	1	1
06	27	21	1	1
07	12	6	1	1
08	9	7	1	1
09**	9	8	1	0
10	9	9	1	1
11	6	6	1	1
12	18	14	1	1
13	8	8	1	1
14**	8	6	1	0
15	8	5	1	1
16	18	15	1	1
17	6	6	1	1
18	6	5	1	1
19	10	6	1	1
20	9	8	1	1
21	8	6	1	1
22	7	4	1	1
23**	7	5	0	1
24	9	9	1	1
25	10	5	1	1
26	9	6	1	1
27**	6	2	0	1
28	8	7	1	1
29	7	7	1	1
30	10	8	1	1
31	6	5	1	1
32	15	14	1	1
33**	8	5	1	0
34**	8	3	1	0
35	13	7	1	1
36	10	7	1	1
37**	9	2	1	1
38**	8	1	1	1
	372	281	36	22***

- \* - This number does not include the principal.  
 \*\* - These schools were deleted from the sample.  
 \*\*\* - Superintendents had jurisdiction over more than one school.





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